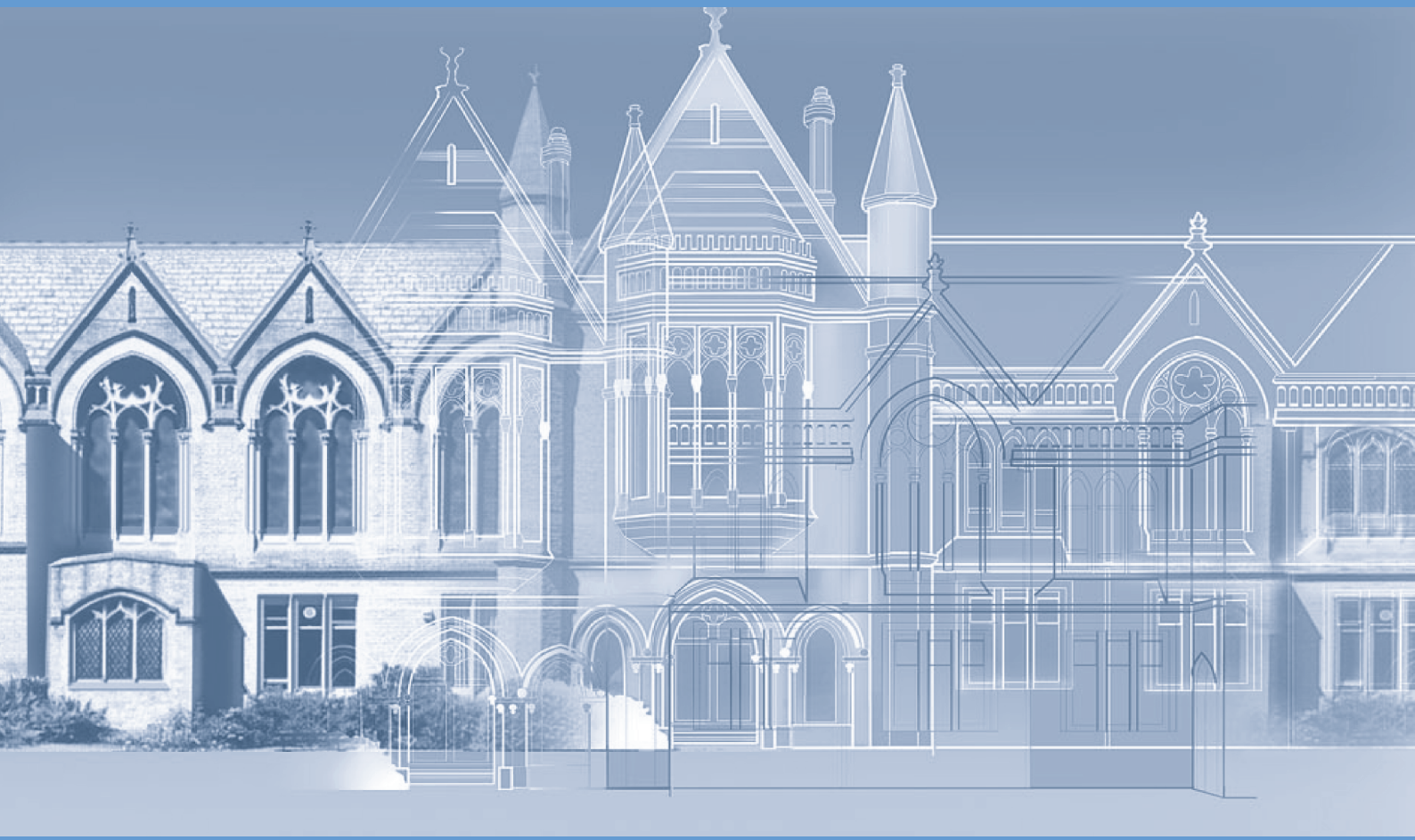


Working Paper Series

Solidarity and Inclusion: Mentoring and development as vehicles for enhancing representative structures and equality in PCS – Findings from a survey of PCS officials

Dr. Rob Perrett

Working Paper No 14/01 (Part 2)

Series Editor: Dr R Tassabehji

BRADFORD UNIVERSITY School of Management

Accredited by Association of MBAs

EFMD EQUIS ACCREDITED

Solidarity and Inclusion:
Mentoring and development as vehicles for enhancing representative structures and equality in PCS

Findings from a survey of PCS officials

Robert Perrett

Bradford Working Paper 2014

Centre for Research in Organisations and Work (CROW)

Contents

Acknowledgements

The author would like to express his gratitude to Mary Doolin, PCS National equality co-ordinator, for her support and guidance and invaluable assistance in distributing the survey at a time of austerity and national campaigns. The author would also like to thank Siân Wiblin, PCS Wales Industrial Officer, for sharing her knowledge and expertise in respect of her 'Mentoring Women Reps' project. Thanks also for the involvement and support of the PCS Women's Committee.

Finally, the author would like to extend a special thanks to all those PCS officials who participated in the survey – it is your voice that shapes change.

Author details

Dr Robert Perrett is an Associate Professor at Bradford University School of Management. He is also Senior Workplace Researcher at the Australian Workplace Innovation and Social Research Centre (WiSeR).

Contact details

Bradford University School of Management
Bradford University
Bradford
BD9 4JL
UK

Tel: 01274 234367
Email: r.perrett@bradford.ac.uk

List of tables (excluding appendices) **Page**

List of charts (excluding appendices)

Foreword by Mark Serwotka – PCS General Secretary

I am really pleased to present the report findings from the Gender Proportionality Survey:

"Solidarity and Inclusion: Mentoring and Development as vehicles for enhancing representative structures and equality in PCS"

Given the impact of austerity upon employment in the public sector; the attacks on facilities time; the reprioritising of union activity to organising and a tighter financial situation it is essential for PCS to continue to develop new and innovative ways of offering support to our lay officials in respect of their existing roles as well as their potential development into decision making positions and onto committees.

Moreover, influence and representation within the workplace is achieved through an effective voice within the union and as such PCS must continue to promote gender proportionality throughout decision making structures and leadership roles at all levels.

The mentoring pilot is not exclusively for women as the findings and recommendations of the research highlighted the need for mentoring support for both male and female lay officials. A Mentoring pilot is being run in 4 regions; the North West, Wales, London & South East and Midlands.

The objectives of the mentoring pilot are therefore:

- To provide development support to PCS lay officials
- To provide a support mechanism that will encourage members to take on a PCS role
- To provide a structure for development training with minimal cost implication

I hope you find this report useful

Mark Serwotka – General Secretary

Abstract

Given the devastating impact of austerity upon employment in the public sector and the re-prioritising of union funds, it is essential for PCS to continue to develop new and innovative ways of offering support to their officials in respect of their existing roles as well as their potential development into decision making positions and onto committees. Moreover, true influence and representation within the workplace is achieved through an effective voice within the union and as such PCS must continue to promote gender proportionality throughout decision making structures and leadership roles at all levels. Mentoring as a support strategy within business and the third sector has received much attention in recent years and is reportedly positively associated with career and job satisfaction, expectations for advancement, intention to stay (increased tenure), being better able to deal with negative work scenarios and conflict, improved confidence, feeling better prepared and supported and feeling better integrated into a wider organisation or network. This research report, therefore, ultimately seeks to generate empirical evidence to support the development of a national PCS mentoring programme as a means of providing support and encouraging the development of all officials whilst also providing a means for female officials to better circumvent barriers to activism and development. This report presents the headline findings from a large scale survey of almost 500 PCS lay officials and concludes that where informal mentoring already occurs officials receive tangible developmental benefits, moreover there is universal support for the development of a national PCS mentoring programme.

This report first presents an executive summary in bullet point form, summarising some of the key finding from each of seven main sections of the report. The main empirical sections are subsequently presented, each section represents a different theme of investigation addressed by the survey; these sections and corresponding themes are detailed in Table 1 below. Finally the report presents a general summary of the findings and some concluding remarks as well as some practical recommendations in bullet point form.

Table 1 – <u>Structure of survey/report by theme</u>

Section Title	Summary of section
Section A ***Respondent characteristics***	Presents much of the biographical information about respondents. Essential for identifying independent variables for further analysis for publication.
Section B ***Leadership style and effectiveness***	Documents the 'attributes' respondents believed were required for PCS officials to be good leaders (characterised as Communal or Agentic). Also documents views in respect of female role models, gender proportionality and whether gender differences impact upon leadership effectiveness.
Section C ***Incumbent experience of informal mentoring in PCS***	Seeks to establish the extent to which informal mentoring was already taking place within PCS and derives a model based upon male and female officials' experiences.
Section D ***Support for developing as a PCS official***	Focuses upon the way officials perceived the level of support they received from PCS in respect of their ability to develop within the union. This includes support that relates to developing within PCS structures and committees; PCS training; work-life balance; and networks.
Section E ***PCS officials and intrinsic and extrinsic success***	Highlights the extent to which officials were satisfied with how they had developed within PCS (extrinsic satisfaction) as well as how they subjectively interpreted their satisfaction within their union roles and how they viewed PCS *per se* (intrinsic satisfaction).
Section F ***Conflicts and pressures faced by PCS officials***	Identifies the extent to which two key negative outcome indicators were experienced by respondents. 1) 'Varieties of conflict' (quantitative, role and qualitative) and 2) 'Symptoms of emotional exhaustion'.
Section G ***Future prospects for a PCS mentoring programme***	Identifies whether officials would welcome the establishment of a PCS mentoring scheme in the future; what activities officials would most like to see PCS mentors undertake; and other programme design issues such as sex of mentor and training requirements.

The following section presents an executive summary in bullet point form representing the seven main empirical sections within this report, identified in Table 1 above.

Executive Summary

This section presents an executive summary in bullet point form representing the seven main empirical sections within this report. Please refer to the respective sections and corresponding appendix for more detailed analysis.

.

Section A – Respondent characteristics

1. A total of 466 PCS officials completed the survey (507 started but 41 did not complete). 49% were male, 51 % were female.

2. Very few respondents were below 35 years old (just 1.3% were below 25). Almost nine out of ten respondents were aged between 35 and 64. There was a concentration of female officials in the 45 to 54 age category. Male officials were more widely distributed, though there was higher proportion of men aged 55 to 64 than women.

3. Respondents were located within all of PCS' nine employment sectors, though most respondents were located either in 'Revenue' (22%) or 'Welfare' (30%).

4. 93% of respondents categorised themselves as 'White'. Ethnicity varied little by gender.

5. There were only small differences between the proportion of male and female respondents in all PCS positions, even at Branch executive committee level, a key gate keeper position. Almost two thirds of respondents held more than one PCS position. Where respondents reported being at 'branch executive committee' level, it was likely to be the male officials' most senior position whereas it is less likely to be the female officials' most senior position. There was a slight concentration of women at both the most junior and the most senior levels.

6. Respondents had been union members for an average of 16 years and PCS official 9 years, though there was a concentration of officials who had been officials for less than five years. On average, men had been both union members and officials slightly longer than women.

7. The vast majority of respondents were employed full time, though women were more likely than men to be in part time employment.

8. Whilst six out of ten respondents indicated that the composition of their work colleagues was majority female, the same proportion indicated that the person in the next PCS position above theirs was male. This could imply that male officials, particularly at Branch executive committee level, were responsible for a larger number of more junior officials than their female equivalents.

9. Seven out of ten respondents lived with a partner. Just over a third of respondents claimed to have dependent children and this varied only slightly by gender.

10. The likelihood of an official's parents having been involved with a union varied little between male and female respondents. Approximately six out of ten male and female officials indicated that their parents had been either union members or union officials.

Section B – Leadership style and effectiveness

1. Respondents were considerably more likely to rate 'communal attributes' as required to be a good PCS leader. The most important attributes included Good people skills, Good listener, Believes in the cause, Empathy and Empowers followers. These views varied little by gender indicating that, in contrast to much theory, male officials valued communal leadership to a similar extent to that of female officials.

2. There was widespread acceptance (76 per cent) of the importance of senior female role models by both male and female officials though this acceptance did not directly translate into officials experiencing or being able to identify inspirational senior female role models (56 per cent). Theoretical acceptance outweighed the reality of their existence.

3. Whilst the importance of senior female role models was accepted, a considerably smaller proportion of officials agreed that gender proportionality in decision making roles should be similar to membership (44 per cent).

4. There was very little evidence to suggest that gender differences between leaders and followers/members reduced leadership effectiveness. Very few officials found it more difficult to lead when followers were of the opposite sex and similarly very few believed that members preferred officials of the same gender.

5. A considerable number felt that domestic or childcare responsibilities had made it more difficult for them to develop in their PCS role; and this was experienced significantly more by female officials than male (a quarter of all female officials overall).

Summary of section

This section identifies important similarities in terms of how male and female officials view good leadership styles and provides evidence to support concepts of 'empowering' or 'post-heroic' leadership which emphasises a more democratic and interpersonal style (communal). It also throws into doubt assumptions often made about the degraded effectiveness of leaders when followers are of the opposite sex; though does confirm that women are disproportionally affected by domestic or childcare responsibilities which makes development within PCS structures more difficult.

Section C – Incumbent experience of informal mentoring in PCS

1. Women were significantly more likely than men to report that they had already been mentored by colleagues within PCS to help in their development (such that x^2 (1) = 15.025, ρ < 0.001). Furthermore, the odds of women already having an informal mentor were more than twice (2.130) as high as men having an informal mentor.

2. Male officials who had been mentored were more likely to experience different styles including coaching and networking. The overall trend however was non-directive and slightly more nurturing, i.e. a slight concentration on a 'counselling style'.

3. Female officials were less evenly distributed than men amongst the four learning styles and there was a large concentration of respondents experiencing the 'counselling style'. Moreover, female officials were more likely to experience extremely non-directive or extremely nurturing relationship combinations with their mentors.

4. The most frequently cited reasons for not having an informal PCS mentor were simply the result of '*not asking for one*' or having '*never really thought about it*' rather than doubting the actual benefits a mentor could generate. A third of respondent indicated that there was little opportunity for them to develop relations with more senior officials but this varied little by gender.

5. Women were significantly more likely than men to indicate that the reason for not having an informal PCS mentor was because they received "*support from a number of people as opposed to anyone in particular*".

Section D – Support for developing as a PCS official

D1 – Developing within PCS structures and committees

1. Women were more likely to indicate that the support they received in respect of progressing in PCS structures was inadequate.

2. Women were even more likely to disagree that opportunities to progress into other PCS roles or committees were easy to identify. This may imply that female officials received less support for progressing onto committees, or that they had a greater desire to move onto committees, as opposed to 'more senior union roles' and so the lack of support was more apparent.

3. Despite the above, female respondents were most likely to express agreement that other PCS officials encouraged them to progress into new PCS roles or committees. The reason might be that they found formal PCS support for development less adequate or less available and so relied more heavily upon informal support and encouragement from colleagues. Alternatively, greater satisfaction might reflect lower developmental expectations as a result of wider societal or workplace/ paid career experiences.

D2 – Access to and encouragement of PCS training

1. Two thirds of all respondents agreed that opportunities to go on PCS training courses were easy to identify, this differed little by gender.

2. Whilst the majority of all respondents agreed that other PCS officials encouraged them to go on PCS training courses, female officials were considerably more likely to agree or strongly agree.

D3 – PCS support for your work-life balance

1. Overall responses were very positive in respect of the location and timing of PCS meetings, female officials exhibited even more positive attitudes on these subjects than their male counterparts.

2. Despite this just four out of ten respondents agreed that PCS cared about their ability to balance their union roles and family/home demands; the largest proportion neither agreed nor disagreed. This could simply imply that it had not been an issue that a large proportion of respondents had encountered or that officials were unaware of what PCS was doing in this regard.

3. Of respondents with dependent children, 20 per cent either disagreed or strongly disagreed that PCS provide provisions for childcare arrangements when they needed them to undertake their PCS roles, a similar proportion (17 per cent) agreed or strongly agreed. Most neither agreed nor disagreed, perhaps indicating that it had not been an issue or that they did not consider this to be the responsibility of PCS.

4. Around a quarter of respondents indicated that they would be more likely to pursue a more senior PCS post if they could 'job share' it with another PCS official. However, those with dependent children were considerably more likely to express agreement; 32 per cent in comparison to just 17 per cent of respondents without dependent children.

D4 – Support for networks

1. Just under half of all officials expressed agreement that they had easy access to senior officials if they wanted to discuss how to develop within the union; however female officials expressed a slightly higher level of disagreement than male officials.

2. Despite this female officials were considerably more likely than male officials to agree that they have a "*well established network of colleagues [to] go to for advice and support*".

3. Most respondents indicated that the largest proportion of their network was either 'More male than female' or 'nearly all male'. This was the case for both male and female officials despite the majority of PCS officials overall being female.

Summary of section by gender

Summarising the four 'perceptions of support' categories; female officials were more likely to feel unsupported by PCS in their development, however they were more likely to indicate that PCS colleagues encouraged them in their development and were more likely to have 'well established networks' (usually of male colleagues). This apparent inconsistency might be explained by female officials feeling less formally supported by PCS and thus turning to informal support networks through personal relationships with colleagues.

Support for developing as a PCS official by experience of informal PCS mentoring

The survey also sought to establish whether PCS officials whom had experience of being informally mentored expressed different views to those with no experience of being mentored in respect of how they perceived the level of support they had received within their PCS roles.

1. Officials who have, or have had, an informal PCS mentor were significantly more likely to express agreement to all statements related to their development within PCS structures and committees; this included feeling adequately supported, ease of identifying opportunities to progress and receiving encouragement to progress into new roles and committees.

2. Similarly, those with informal PCS mentors expressed (highly) significantly more positive views in respect of their access to networks; including access to senior PCS officials and possessing a well established network of colleagues to go to for advice and support.

3. Furthermore, in respect of training those with mentors were significantly more likely to indicate that opportunities to go on PCS training courses were easy to identify and other PCS officials encouraged them to go on PCS training courses.

4. Finally, there was less difference between the views of respondents with and without mentors in respect of work-life balance. Overall, positive views were expressed by all irrespective of having a mentor or not. However, out of the five statements within this category, two generated significantly difference responses; first, that PCS meetings were held at convenient times and second that they were held at convenient locations; this was more likely to be case when an officials had had an informal PCS mentor.

Section E – PCS officials and intrinsic and extrinsic success

E1 – Extrinsic/objective success within PCS structures

1. A large majority of officials indicated satisfaction at the speed at which they had developed within PCS, although a considerably higher proportion of women than men expressed satisfaction. This might be indicative of the successful use by female officials of informal support and networks as outlined in Section D, or lower developmental expectation as a result of past experiences and wider societal norms.

E2 – Intrinsic/subjective success within PCS structures

1. Overall there was considerable evidence that officials held extremely positive views of PCS and their roles within it (intrinsic success/outcomes).

2. Almost nine out of ten officials expressed agreement that they felt ‘proud to be a PCS official’. Eight out of ten indicated that they felt confident in their union role(s) and just eight per cent did not. Eight out of ten respondents indicated that they were happy in their union role. Seven out of ten officials felt adequately prepared for their union role. Two thirds of respondents claimed that they were ‘happy with the direction of PCS’ national agenda’.

3. Overall levels of satisfaction varied little by gender; where they did vary; female officials were slightly more likely to feel proud to be a PCS official, to be happy in their PCS role and to be happy with the direction of PCS' national agenda. Men were most likely to feel confident and adequately prepared.

E3 – Desire to progress within PCS structures

1. Approximately a third of officials wanted to progress within the union, taking on more responsibilities and senior positions or becoming more involved in decision making committees. This was the case for both male and female officials, indicating that the union does not have a 'supply side' deficit when it comes to individuals wishing to progress their union careers.

Summary of section by gender

Respondents were more likely to experience subjective union career outcomes, intrinsic satisfaction, than objective union career outcomes, extrinsic satisfaction irrespective of gender. Where slight differences in intrinsic satisfaction were reported, female officials were more likely to feel proud to be a PCS official, to be happy in their PCS role and to be happy with the direction of PCS' national agenda. Men were most likely to feel confident and adequately prepared. Extrinsic satisfaction was also high (though lower than intrinsic satisfaction), with very few officials indicating that they were not satisfied with the speed they had developed (male or female). Female officials were more likely to indicate satisfaction at the speed at which they had developed. Finally, around a third of both male and female officials expressed a desire to progress within PCS (either within the structures or decision making committees) indicating the presence of a substantial supply of experienced officials willing to take on greater responsibilities within the union and develop into more senior posts.

Positive outcome indicators by experience of informal PCS mentoring

The survey also sought to establish whether PCS officials whom had experience of being informally mentored expressed different views to those with no experience of being mentored in respect of intrinsic and extrinsic success.

1. Officials who indicated that they had been informally mentored by another PCS colleague were significantly more likely to agree that they possessed both extrinsic and intrinsic satisfaction in their PCS role. The largest effect size related to the satisfaction with the speed in which officials had developed within PCS structures (extrinsic).

2. Responses linked to intrinsic satisfaction also differed significantly between non-mentored and mentored officials; mentored official were significantly more likely to indicate that they felt proud to be a PCS official; felt confident in their PCS role(s); were happy in their PCS role(s); felt adequately prepared; and were happy with the direction of PCS' national agenda.

3. Despite this there was NOT a significant difference in responses between non-mentored and mentored officials in respect of a desire to progress within PCS. In other words mentored and non-mentored officials equally wanted to progress and develop within PCS. This is an interesting finding as it implies that even though non-mentored officials were less likely to feel adequately supported by PCS (Section D), and were less likely to experience extrinsic or intrinsic satisfaction within their PCS role (Section E), they were still as likely to want to progress within the union as those with mentors.

Section F – Conflict and pressures faced by PCS officials

F1 – Varieties of conflict

1. Out of the three varieties of conflict, quantitative (time/workload) was experienced most frequently by both male and female officials; this was followed by role conflict and the least frequently experienced was qualitative conflict.

2. Where quantitative conflict was experienced it was most likely to be time conflict between the respondents' union role and their paid employment. Around four out of ten officials experienced such conflict and it was most likely to be encountered by female officials.

3. Around three out of ten respondents experienced some quantitative conflict with their home lives, either as a result to the time they devoted to their paid employment or their union roles. However, both these forms of quantitative conflict were experienced less by women than by men.

4. About three in ten officials experienced role conflict; this incorporated a slightly higher proportion of women than men. Qualitative conflict was experienced least by officials implying that the vast majority did not feel unconfident or poorly prepared in their roles. Where this was the case, this had little to do with gender or age and was instead related specifically to the level of experience possessed by officials which has implications for where the union should target its training and support efforts.

F2 – Symptoms of emotional exhaustion

1. Male officials expressed the greatest level of agreement to all six symptoms of emotional exhaustion; however, female officials were more likely to 'Strongly agree' that they regularly encounter such symptoms.

2. Three emotional exhaustion indicators were experienced consistently more than the rest; these were feeling used up, feeling emotionally drained and feeling that they were working too hard. Four out ten respondents were in agreement that they regularly felt used up and a similar proportion felt emotionally drained. Men were considerably more likely to feel used up than women. Around a third of all respondents felt that they often worked too hard, felt fatigued when getting up in the morning or felt frustrated with their union work as a result of undertaking union work on top of managing their work life and home life.

3. Men were considerably more likely than women to indicate that they felt frustrated in their union work. Twenty-seven per cent of respondents claimed to actually feel burned out, less than half disagreed with this statement (46 per cent).

4. These findings indicate that negative outcome indicators were experienced by a considerable proportion of PCS officials and that emotional exhaustion is something that must be addressed.

Summary of section – Varieties of conflict

Out of the three varieties of conflict, quantitative (time/workload) was experienced most frequently by both male and female officials; this was followed by role conflict and the least frequently experienced was qualitative conflict. Where quantitative conflict was experienced it was most likely to be time conflict between the respondents' union role and their paid employment. Around four out of ten officials experienced such conflict and it was most likely to be encountered by women. Around three out of ten respondents experienced some quantitative conflict with their home lives, either as a result to the time they devoted to their paid employment or their union roles. However, both these forms of quantitative conflict were experienced less by women than by men. This is not to imply an absence of such time conflict, rather that female respondents might be less likely to define it as conflict or be better able to deal with it. For example, societal construction of gendered roles and patriarchal norms often results in women's concentration within domestic work. As such;

a) These experiences might mean that female officials were better able to deal with domestic and family related matters and so experienced LESS conflict.

b) These experiences might have better familiarised female officials with the potential time conflicts that they would be likely to face prior to taking on a union role and so were better prepared to deal with it when it emerged, resulting in them not defining it as conflict.

About three in ten officials experienced role conflict; this incorporated a slightly higher proportion of women than men. Qualitative conflict was experienced least by officials implying that the vast majority did not feel unconfident or poorly prepared in their roles. Where this was the case, this had little to do with gender or age and was instead related specifically to the level of experience possessed by officials which has implications for where the union should target its training and support efforts.

Summary of section – Symptoms of emotional exhaustion

Overall, male officials expressed the greatest level of agreement to all six symptoms of emotional exhaustion; however, female officials were more likely to 'Strongly agree' that they regularly encounter such symptoms. Three emotional exhaustion indicators were experienced consistently more than the rest; these were feeling used up, feeling emotionally drained and feeling that they were working too hard. Four out ten respondents were in agreement that they regularly felt used up and a similar proportion felt emotionally drained. Men were considerably more likely to feel used up than women. Around a third of all respondents felt that they often worked too hard, felt fatigued when getting up in the morning or felt frustrated with their union work as a result of undertaking union work on top of managing their work life and home life. Men were considerably more likely than women to indicate that they felt frustrated in their union work. Twenty-seven per cent of respondents claimed to actually feel burned out, less than half disagreed with this statement (46 per cent). These findings indicate that negative outcome indicators are experienced by a considerable proportion of PCS officials and that emotional exhaustion is something that must be addressed.

Negative outcome indicators by experience of informal PCS mentoring

The survey also sought to establish whether PCS officials whom had experience of being informally mentored expressed different views to those with no experience of being mentored in respect of negative outcome indicators.

1. There was little significant difference between the extent to which mentored and non-mentored officials experienced conflict as a result of their union activities, this included quantitative conflict between union roles, work life and home life; physical or psychological role conflict between union roles and paid employment; or qualitative conflict by feeling un-prepared or not confident in undertaking ones union role.

2. Furthermore, on average, mentored officials appeared to experience symptoms of emotional exhaustion more than non-mentored officials, although the difference was not significant and effect sizes were small. However, this was likely to be the result of mentored officials being more aware of emotional exhaustion as an issue as a result of discussion and counselling with their mentor as opposed to actually being more emotionally exhausted. These findings do not provide support to findings presented by van Emmerik (2004a) which indicate that having a mentor makes experiencing conflict and emotional exhaustion less likely.

Section G – Future prospects for a PCS mentoring programme

1. The overwhelming majority of respondents stated that they would welcome the establishment of a PCS mentoring programme in the future. Overall, respondents were most likely to indicate that they wanted a future mentor to provide a mainly psycho-social function, however they also highlighted the importance of a future mentor giving advice and guidance on cases and helping the mentee to develop and progress.

2. Almost all respondents indicated that they didn't mind if their mentor was male or female. Of the small number that indicated that they did want a same sex mentor, women were more prevalent and described their choice as the result of benefits they could gain from shared experiences and shared difficulties. However, all but one stated that they would accept a mentor of the opposite sex if a same sex mentor could not be found.

3. The most popular types of training to accompany a mentoring program were 'how to mentor' training and dealing with 'difficult cases'. Other frequently mentioned training included 'Information about union structures and procedures', 'Communication/influencing people', and 'Shadowing cases with senior officials'. A tiny minority indicated that they would prefer same sex training courses.

4. Benefits generated for mentors were widely acknowledged and included keeping them abreast of shop-floor issues and the development of useful alliances.

5. Less than one in ten respondents, irrespective of gender, stated that they would not be prepared to act as a mentor if a PCS program was established in the future. Nine out of ten, either already acted as a mentor, would do so now, or in the future when they had accumulated more experience.

It would therefore appear that the conditions are right for the establishment of a widespread mixed sex mentoring programme, accompanied by (mixed sex) training on how to be a good mentor, with an emphasis upon psycho-social functions, as well as both soft skills and training on how to better deal with cases.

Public & Commercial Services Union

Solidarity and Inclusion:
Mentoring and development as vehicles for enhancing representative structures and equality in PCS

Findings from a survey of PCS officials

Robert Perrett

Bradford Working Paper 2014

Centre for Research in Organisations and Work (CROW)

Introduction

In the current political and economic climate, with austerity measures having a devastating impact upon UK public sector employment, union officials are increasingly becoming isolated. Furthermore, diminishing union funds are being re-directed, often away from training courses and union support mechanisms, which has further contributed to officials' sense of isolation in their roles. PCS are proactively responding to these pressures by seeking to identify how they might provide alternative support and encouragement to officials in respect of their existing union roles as well as their potential development throughout PCS structures and committees.

Moreover, PCS is committed to the democratic representation of its membership through their collective bargaining agenda which is determined through their structures and committees. True power and representation within the workplace is achieved through an effective voice within the union and as such PCS is strongly committed to promoting proportionality throughout their decision making structures and leadership roles at all levels. Adequately representing the needs of female members is essential for PCS; 65 per cent of UK public sector employment is female (See Economic and Labour Market Review and LFS statistics), moreover 60 per cent of PCS membership is female (Official PCS statistics). However, despite being one of the most proactive UK unions in respect of its equality agenda, PCS still suffers from a lack of gender proportionality within its leadership and decision making structures. At the time of writing (Sept 2013), just 44 per cent of PCS officials were female in comparison 56 per cent male. This ratio further deteriorates the more senior the decision making position within the union. So, whilst PCS are seeking to identify new ways to support all their officials and encourage them to develop into more senior decision making roles, they are also specifically seeking to identify and overcome barriers to female activism and subsequent development within PCS structures.

One area of contemporary support for development is mentoring. Mentoring has been adopted in a wide variety of institutional and organisational context over many years and has been designed to achieve diverse objectives for a multitude of stakeholders throughout society. For example, charities and third sector organisations have increasingly used mentoring within communities to provide positive role models and developmental guidance to young people at risk, those exhibiting violent behaviour, those involved in drug abuse or ex-offenders. Furthermore, within the workplace, it has been widely utilised concomitant to other Human Resource Management approaches often linked to social exchange theory and concepts of improved commitment and superior performance. Examples include fast track graduate schemes, management mentoring programmes and workplace apprenticeships. Mentoring as a support strategy has received much attention in recent years as in November 2011 the UK government's Department for Business Innovation and Skills (BIS) announced a scheme to recruit a network of 15,000 mentors from business to mentor entrepreneurs and owners of micro, small and medium sized businesses.

Though mentoring is used in many different organisational contexts, a seminal definition was developed by Ragins and Scandura (1997) who defined a mentor as:

> "an influential individual in your work environment who has advanced experience and knowledge and who is committed to providing upward mobility and support to your career".

The important point to emphasis, and the primary distinguishing characteristic of mentoring, is the focus on the development of the mentee as opposed to merely bestowing work related or technical skills upon them. Kram (1985) maintains that mentoring consists of two key constructs: career development functions and psycho-social functions. Niehoff (2006, 322)

describes career development functions as including sponsorship, coaching, protection, exposure, visibility and challenging work assignments and psycho-social functions as encouragement, friendship, advice and feedback, as well helping individuals develop a sense of competence, confidence and effectiveness. Role modelling is sometimes identified as the third key role of the mentor. Research within the workplace environment has found mentoring to be positively associated with "compensation, number of promotions, career satisfaction, expectations for advancement, career commitment, job satisfaction, and intention to stay" (see Dawley *et al*. 2008: 238 and Allen *et al*. 2004). Others (for example Clutterbuck. 2004: 6) have identified less tangible emotional outcomes such as improved self-confidence, feeling better prepared and supported and feeling better integrated into a wider organisation or network.

Whilst there is little evidence of unions developing formal mentoring, the use of such programmes would be more than justified if benefits such as those outlined above could be generated for their officials. Indeed, PCS (Wales region – Thanks to Siân Wiblin for access) has already experimented with a (women reps) pilot mentoring programme funded by the Union Modernisation Fund (UMF) in which discernible benefits for both mentors and mentees were identified (this case study shall be written as a forthcoming PCS research report). This research report, therefore, ultimately seeks to generate empirical evidence to support the development of a national PCS mentoring programme as a means of providing support and encouraging the development of all officials whilst also providing a means for female officials to better circumvent barriers to activism and development. This shall be undertaking by addressing the following seven broad research questions:

1. To what extent would PCS officials welcome the establishment of a formal mentoring programme in the future and what functions would they like a potential mentor to perform?

2. To what extent does informal mentoring of lay officials already occurs within PCS and what benefits have these relationships generated in respect of; i) their perception of the union and the support it offers; ii) their level of satisfaction within their union role and with the union *per se*; and iii) the extent to which having a mentor might assist an official to deal with negative outcomes such as conflict or emotional exhaustion?

3. Have male and female officials had different experiences of being informally mentoring in the past and, if so, can this inform the design of a future mentoring programme?

4. Does the type, and level of satisfaction, of support received by PCS officials vary by gender?

5. Do male and female officials experience different levels of positive (intrinsic and extrinsic satisfaction) and negative (conflict and emotional exhaustion) outcomes in their PCS role?

6. Do both male and female officials acknowledge the importance of gender proportionality throughout PCS structures, and within decision making and leadership roles? The extent of acceptance will allow inference to be made in respect of the potential to develop and implement programmes to encourage proportionality in the union in the future.

7. What individual attributes do officials believe contribute to good leadership within PCS and do these differ by gender? Also, in what ways do gender differences impact upon leadership effectiveness and one's ability to develop in leadership roles?

Summary of Research Methods

A questionnaire design was used for this research as PCS wanted to determine the extent to which lay officials expressed specific views or experienced specific phenomena; for example being informally mentored, or not feeling adequately supported etc. Furthermore, a key objective was to determine the extent to which officials would welcome the establishment of a formal mentoring programme in the future and therefore quantitative data were required. Prior to the design and distribution of the questionnaire a detailed review of the literature was undertaken so that extant and seminal theory could be incorporated and developed upon. Furthermore, detailed interviews were undertaken with the organisers and participants of the pilot mentoring programme developed by Wales PCS (thanks to Siân Wiblin) which greatly informed the development of the survey questions.

Questions were designed to be as clear and as 'user friendly' as possible, which was more difficult than initially anticipated. As the survey was to be distributed to 'all' officials, respondents ranged from recently appointed union learning reps (ULRs), with very little experience or knowledge of the union, to 'career officials' whom held numerous positions of responsibility and sat on a range of national committees. Detailed knowledge of union structures by respondents was not assumed, indeed the questionnaire sought to identify such gaps. Moreover, a wide range of possible responses were offered for each closed question, or filter questions were used to guide officials to responses relevant to them. The questionnaire attempted to strike a balance between theoretical issues as well as practical implications for the union and as such a pilot survey was distributed to, both, academics within the subject area and PCS officials; the National Equality Coordinator aided in the selection and distribution of the pilot to a sample of officials. Changes were subsequently made to the survey and the length reduced.

Much reflection was undertaken in respect of survey distribution and how to best allow the widest access to the survey and to maximise response rates at a time of national dispute. Due to the composition of PCS' membership and officials, and the type of jobs concentrated within the public sector, it was felt that the widest proportion of officials could be reached via email distribution linking them to an online survey. It was believed by PCS that the vast majority of their officials had email accounts and were familiar with, and regularly used, the internet. An online survey database was used for the survey distribution and collection of responses. Careful consideration was given to the aesthetics of the survey design in terms of colour and layout and official PCS graphics were used to highlight its authenticity and importance to PCS. It is worthy of note that 'web accessibility' was given great consideration and the survey was designed to be as inclusive and as usable as possible given respondents potential abilities and disabilities. Great effort was also made to ensure that users had equal access to information and functionality. The overarching construct of the survey template was, 'Section 508 compliant' which is a bench mark often used when designing web pages. Once these standards were met, text size was increased still further for clarity.

Many questions were presented as statements and respondents asked to what extent they agreed or disagreed with them – matrices were also used to group many of these statements around the same theme into a single table. Five point Likert scales from Strongly disagree to Strongly Agree were mostly used to express extent of agreement. The survey completion time usually ranged from between 10 and 15 minutes. The penultimate page, whilst guaranteeing anonymity of earlier responses, allowed respondents to add their contact details including personal email address and mobile telephone number. They were also asked whether;

a) They would like of copy of the results emailing to them
b) PCS could use their personal details for organising purposes and
c) They wanted to be contacted if a formal PCS mentoring programme was established

Once all changes, structure and design had been approved, the survey was advertised through PCS' Management Action Brief and was then circulated to all Branch Secretaries and Group Secretaries for approval. Furthermore, all equality groups were emailed and the survey was subsequently publicised on Facebook and through the weekly campaigns brief as well as in an article in the PCS magazine 'Activate'. Once all the appropriate individuals had been informed about the intension to distribute the survey and it had been advertised through the formal channels, an email was sent to officials' via a distribution list in February/March 2013.

Structure of the report

This report presents the top level[1] findings from the analysis of data generated from a survey of PCS officials in March 2013. The survey incorporated seven broad themes which form the following distinct sections within this report:

Section A – Respondent characteristics
Section B – Leadership style and effectiveness
Section C – Incumbent experience of informal mentoring in PCS
Section D – Support for developing as a PCS official
Section E – PCS officials and intrinsic and extrinsic success
Section F – Conflicts and pressures faced by PCS officials
Section G – Future prospects for a PCS mentoring programme

Section A presents much of the biographical information about the respondents. This will be used to provide PCS with information regarding the composition of its officials for use in future campaigns and when developing support activities. This section is also essential in the development of independent variables to be used in further analysis (predominantly OLS multivariate and logistic regression), to be disseminated through academic refereed journal articles. Section B documents the 'attributes' that respondents believed were required for PCS officials to be good leaders; these were characterised as either Communal or Agentic. This section subsequently documents respondents' views in respect of female role models and gender proportionality. Finally, this section highlights the extent to which respondents believed that gender differences and 'domestic or childcare responsibilities' had impacted upon their leadership effectiveness. Section C seeks to establish the extent to which informal mentoring was already taking place within PCS and derives a model based upon male and female officials' experiences. Section D focuses specifically upon the way officials perceived the level of support they received from PCS in respect of their ability to develop within the union, as opposed to support for their union activities or individual case work. This includes support that relates to developing within PCS structures and committees; PCS training; work-life balance; and networks. Section E highlights the extent to which officials were satisfied with how they had developed within PCS (extrinsic satisfaction) as well as how they subjectively interpreted their satisfaction within their union roles and how they viewed PCS *per se* (intrinsic satisfaction). Section F identifies the extent to which negative outcome indicators were experienced by respondents. Two broad negative outcome themes were identified; first 'Varieties of conflict' (which incorporates quantitative, role and qualitative conflict) and second 'Symptoms of emotional exhaustion'. Section G identifies whether

[1] Sometimes referred to as 'headline'

officials would welcome the establishment of a PCS mentoring scheme in the future; what activities officials would most like to see PCS mentors undertake; preferred sex of mentor; training to accompany mentoring; and finally the extent to which mentors would benefit from a future programme. Finally the report presents a general summary of the findings and some concluding remarks as well as some practical recommendations in bullet point form.

Please note, appendices are presented at the rear of this report; Appendix A corresponds to Section A, Appendix B to Section B and so on. These appendices mainly present either contingency tables that contain information excessively detailed for this type of report or duplicated information presented in a different form; for example a graph or figure illustrating the same information as a table presented in the main text. Whilst the largest part of this report identifies differences and/or similarities of responses to the survey by gender; Independent Sample T-Tests are also presented to identify statistically significant differences in responses between officials (male or female) that already had experience of being informally mentored and those that did not. These are presented through three single tables at the end of Sections D (Support for developing as a PCS official), E (PCS officials and intrinsic and extrinsic success) and F (Conflicts and pressures of a PCS official). This comparison, whilst not implying causality, allows us to speculate on the difference between mentored and non-mentored officials in terms of how they have developed within the union, how supported they felt and the level of conflict they endured.

Section A – Respondent characteristics

This initial section shall identify the general biographical characteristics of respondents to the survey. These will be used to provide PCS with information regarding the composition of its officials for use in future campaigns and when developing support activities. They shall also be incorporated as independent variables in more complex statistically models (predominantly OLS multivariate and logistic regression) to be developed through further analysis for academic refereed journal articles. The key respondent characteristics, codes for analysis and level of measurement are summarised in Table A1 below:

Table A.1 – Biographical characteristics / independent variables

No.	Characteristic	Codes	Level of measurement
1	Sex	0 = Male, 1 = Female	Binary
2	Age Age2 (brackets)	Continuous scale 6 brackets from <25 to >65	Interval Ordinal
3	Employment sector	9/11 categories	Nominal
4	Ethnicity Ethnicity2	10 categories 0 = White, 1 = Not White	Nominal Binary
5	Region	10 categories	Nominal
6	9 PCS roles No of PCS roles undertaken Level of most senior PCS role	9 variables. 0= No, 1=Yes 1-9 1-9	Binary Interval Interval
7	Years as a PCS member Years as a PCS member (Brackets)	Continuous scale 1-7	Interval Ordinal
8	Years as a PCS official Years as a PCS official (Brackets)	Continuous scale 1-7	Interval Ordinal
9	Employment type	0=FT, 1=PT	Binary
10	Gender of current work colleagues	1-5 0=Majority F, 1=Majority M	Ordinal Binary
11	Sex of person in PCS position above	0=Male, 1=Female	Binary
12	Living with a partner	0=Yes, 1-No	Binary
13	Dependent children	0=No, 1=Yes	Binary
14	Respondent's parents and union involvement	1-4	Nominal

A1 – Responses by Sex

The number of male and female respondents to the survey was very similar; 229 were male representing 49 per cent of all respondents and 237 were female representing 51 per cent of respondents. This closely matched the distribution of PCS officials across the UK by sex. As illustrated in Table A1.1, below, 56 per cent of PCS officials overall were male and 44 per cent were female. Table A1.1 also illustrates that while the majority of officials were male, a considerable majority – six out of ten, of PCS membership was female; this is illustrative of the overall lack of gender proportionality throughout union structures.

Table A1.1 – PCS membership and officials by sex

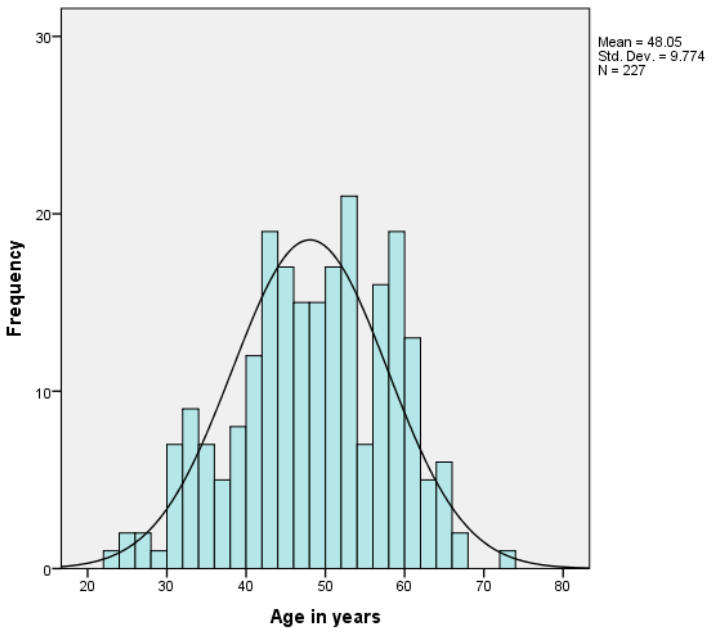
	Male		Female		Total	
	Officials	***Membership***	***Officials***	***Membership***	***Officials***	***Membership***
Frequency	5083	104307	4047	155892	9130	260199
Percentage	56	40	44	60	100	100

* Official PCS figure provided August 2013

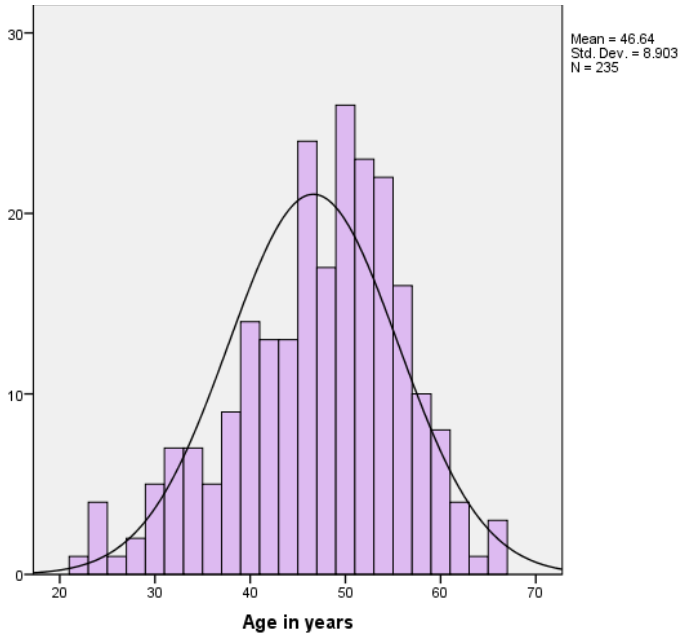
A2 – Responses by Age

The overall mean average age for all respondents was 47.33 years old with the median being very close to the mean at 48 giving a normal distribution with a very slight negative skew (-0.349) indicating that there was slight concentration of respondents above the mean age (see Table A2.1, Appendix A). The youngest respondent was 22 years old and the oldest was 72 years old, the latter being an official for the 'PCS retired members group'. Male and female respondents' age profiles are illustrated graphically in the histogram A2.1 and A2.2 below. Whilst both illustrate a normal distribution, shape does vary by sex. Although the mean average age for women (46.64) was slightly lower than for men (48.05), women had a sizable negative skew (-0.515) in comparison to men's (-0.226) indicating a concentration of female respondents above the female average age. The histograms illustrate that both male and female officials were most likely to be between the age of 40 and 60, however while male officials were distributed relatively evenly over this age bracket, there is a particular concentration of female officials aged in their late 40s and early 50s.

Histogram A2.1 – Men's age profile



Histogram A2.2 – Women's age profile



So as to clearly illustrate the age profile of officials and to best be able to develop targeted PCS policy by age group, respondents' age was re-coded into six age brackets. The youngest officials were defined as those below the age of 25. This is a commonly used

definition, for example, Eurofound[2] (accessed May 2013), states that statistics relating to young workers cover the 15-24-year age group whilst also accepting that EU policy initiatives aimed at young workers can be broader, covering workers up to the age of 30. Subsequent age brackets increased at 10 yearly intervals up to the age of 64. The upper age bracket was set at 65 and over. Although the default retirement age in the UK has been phased out and most people can now work for longer, it was previously set at 65 years which is a figure many people still relate to (www.gov.uk/retirement-age).

Figure A2.1 below (see corresponding Table A2.2, appendix A) illustrates that there were very few respondents from the 'under 25' age bracket. Out of a total of 466 respondents, just six (one male and five female), representing just 1.3 per cent of respondents, fell into this category. This appears indicative of the overall deficiency of young officials experienced by PCS overall (and unions *per se*). Just one in ten respondents were aged between 25 and 34 (varied little by gender), which means that overall, just 12 per cent of respondents were under the age of 35 (see Table A2.2, Appendix A).

Figure A2.1 – Respondents age profile by gender (brackets)

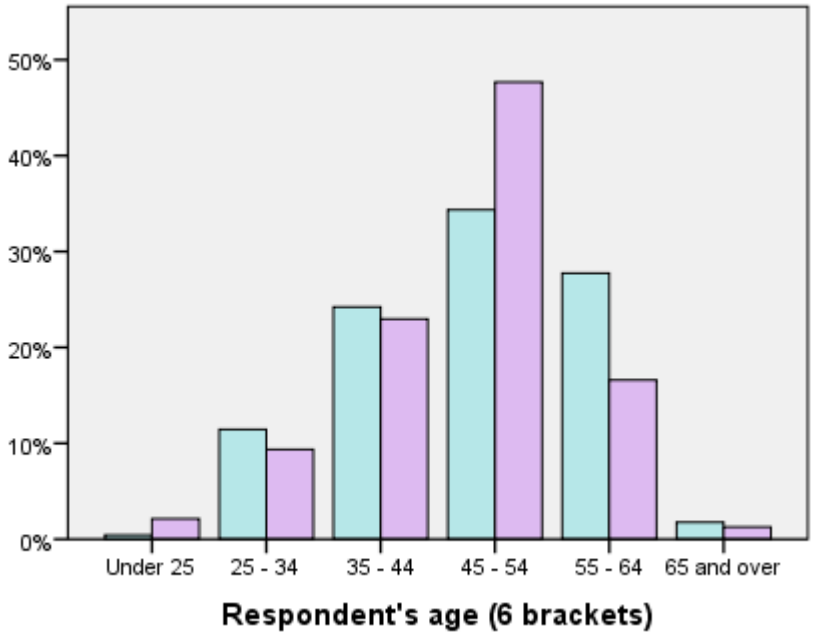


Figure A2.1 also shows the distribution of male respondents to be is flatter and more spread out than female respondents who have a higher concentration of respondents with an age closer to that of the average for female respondents overall (Male SD - 1.031, Female SD – 0.966). Almost nine out of ten respondents (87 per cent) were aged between 35 and 64. As Figure A2.1 illustrates, there were a similar number of male (24 per cent) and female (23 per cent) respondents aged between 35 and 44; however there was a considerably higher number of female respondents (48 per cent) than male respondents (34 per cent) in the 45 to 54 age category. And the opposite was true for the 55 to 64 age bracket. Twenty-eight per cent of male respondents were of this age in comparison to just 17 per cent of females. Finally, there were very few officials that fell into the 65 and over bracket; just seven in total (1.5 per cent) comprising four males and three females.

[2] A tripartite EU agency that provides expertise on living and working conditions, industrial relations and managing change in Europe.

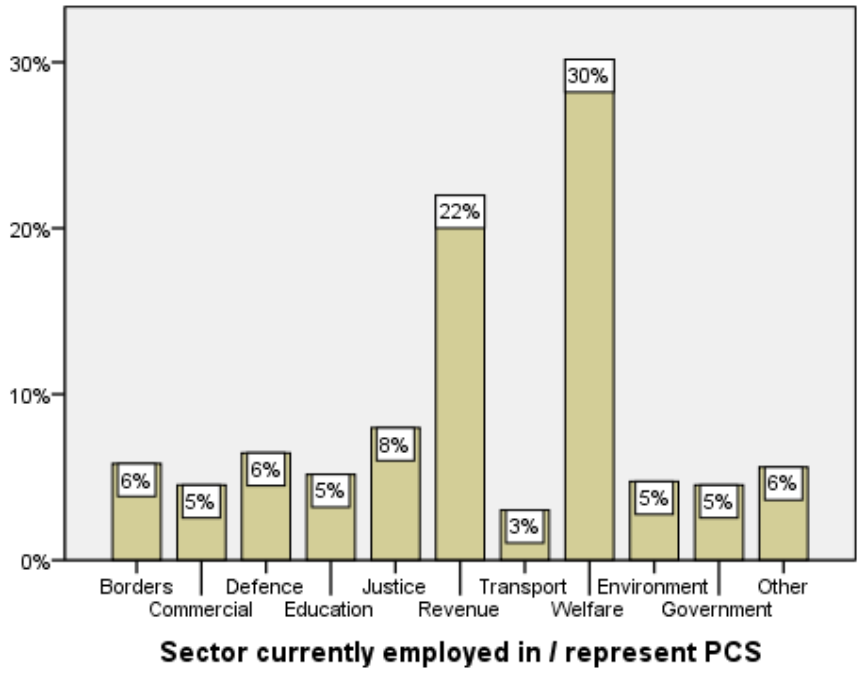
A3 – Responses by employment sector

Respondents were asked to indicate which broad sector they were currently "employed in/represent PCS?" This phraseology was used to incorporate those officials who, for example, were unemployed at the time of fieldwork or had retired. Nine categories were available, which included Borders, Commercial, Defence, Education, Justice, Revenue, Transport, Welfare and Other. These were formal categories used by PCS to group officials and their membership and thus were used for comparison purposes in respect of the response rate. The author was initially concerned that some, particularly new, officials would not know which category they belonged to, and so examples were given next to each available option, for example:

- *Education – For example the DfE, Skills Funding Agency*
- *Transport – For example Highways agency, DfT*

The category 'Other' incorporated the Office for National Statistics as well as a small number of other sectors not covered by the PCS standard categories. Respondents were encouraged to write the organisation's name or sector in an open field which was subsequently coded. A total of 16 per cent indicated that they represented PCS within this 'Other' category, however, a large proportion of these indicated two sectors in particular and so these have been added to Figure A3.1 and Table A3.1 as categories in their own right. Five per cent indicated sectors related to the 'Environment' (particularly Forestry) and a further five per cent to Government (particularly 'the Scottish Government' and smaller numbers from the 'Welsh Government/Assembly' or local government).

Figure A3.1 – Responses by employment sector



As can be seen in Figure A3.1 responses from all sectors other than 'Revenue' and 'Welfare' recorded similar responses from three to eight per cent of overall responses (see corresponding Table A3.1 in Appendix A). Those employed in/representing 'Revenue' represented 22 per cent of responses and 'Welfare' 30 per cent of responses.

Table A3.2 – Responses by employment sector

	Male %	Female %
Borders	67	33
Commercial	48	52
Defence	77	23
Education	42	58
Justice	54	46
Revenue	50	50
Transport	64	36
Welfare	42	58
Environment	50	50
Government	33	67
Other	42	58
Total count	229	235
Total %	49	51

Table A3.2 above illustrates the composition of each sector by gender. Large differences are highlighted in colour. Male officials made up a considerably higher proportion of respondents within Borders, Defence and Transport; whereas female officials made up a considerably higher proportion of respondents within Education, Welfare (largest respondent sector) and Government.

A4 – Responses by ethnicity

Table A4.1 (below) illustrates that the vast majority of respondents categorised themselves as either 'White British', 'White Irish' or 'White other' (predominantly White Scottish). Overall 93 per cent of all respondents categorised themselves as 'White', incorporating 210 male officials and 221 female officials. As highlighted, very few responses were received from all other ethnic groups. Furthermore, ethnicity varied little between genders. Official PCS membership statistics indicate that approximately 99 per cent of both officials and membership claimed to be 'White'; however this data may be spurious as ethnicity information was not available (or not provided) for around 45 per cent of members and 35 per cent of officials.

Table A4.1 – Ethnicity of respondent by gender

Ethnicity	Male %	Female %	Total %
Asian	0.4		0.2
Asian: Indian	0.4	0.8	0.6
Asian: Pakistani	1.3		0.6
Asian: Other	0.4		0.2
Black: African	1.3	0.8	1.1
Black: Caribbean	1.3	3.4	2.4
Mixed Ethnic Background	2.6	1.3	1.9
White British	82.5	80.9	81.7
White Irish	4.4	3.4	3.9
White Other	5.3	9.3	7.3
Total	100	100	100

A5 – Responses by Region

Table A5.1 illustrates that all regions were well represented by respondents to the survey in comparison to the number of officials within their respective regions. Regional categories were those officially used by PCS and included the additional option of a 'National Branch' which represented workplaces in a number of different regions. As can be seen, the 'Officials by region' and the 'Respondents by region' columns are, overall, very similar; the largest differences appear to illustrate a slight under-representation of officials in London and the South East and an over-representation of officials in Scotland and Northern Ireland. Official membership statistic vary lightly between sources, one reason being the continued impact of the government's austerity cuts within the public sector, however membership was around about 250,000; moreover the total number of officials was around 9120 generating a ratio of approximately one official to every 27 members.

Table A5.1 – Regional distribution of officials in comparison to respondents

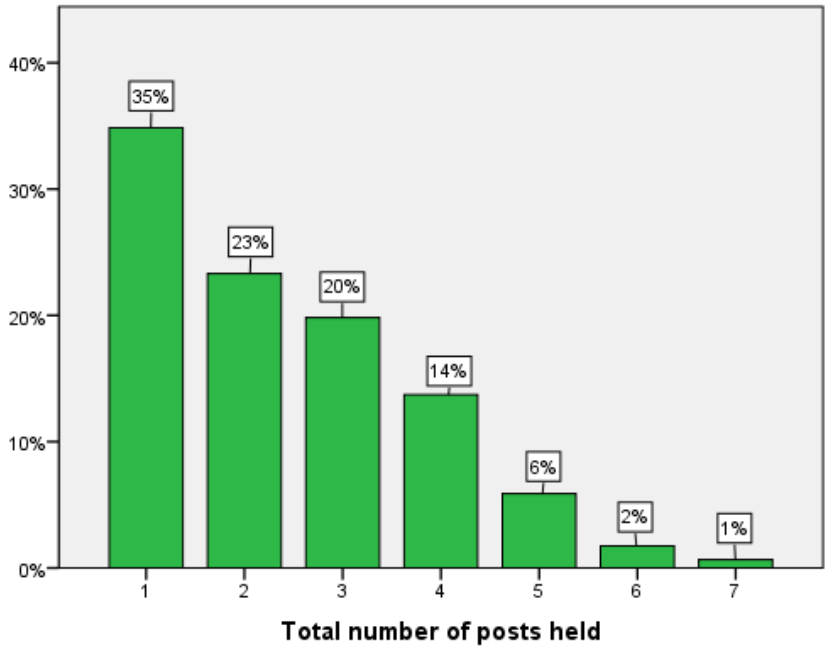
Location	No of officials (N*)	Officials by region (%)	Respondents by region (%)	Male respond by region (%)	Female respond by region (%)
In a 'National' Branch	7	0	3	2	3
Cymru/ Wales	655	7	11	9	12
Eastern region	515	6	5	4	7
London and the South East	2399	26	20	20	21
Midlands	1080	12	11	11	11
North West	1166	13	9	9	9
Northern region	638	7	9	11	8
Scotland Northern Ireland	1209	13	18	18	19
South West	739	8	6	7	6
Yorkshire and Humberside	710	8	7	9	6

* Official PCS figure provided August 2013

A6 – Responses by PCS roles undertaken

Respondents were asked to indicate which PCS roles (could indicate more than one) they 'currently' undertook. A list was provided detailing the main lay official roles ordered according to level of responsibility from one to nine. The option 'Other' was also provided and responses were re-coded through analysis. The mean average number of roles undertaken was 2.4 although a high positive skew (0.801) indicates that a large number of respondents were concentrated below this, i.e. one single role usually at a lower level such as workplace representative or ULR. This is illustrated graphically in Figure A6.1 below. Overall, almost two thirds of respondents held more than one PCS position.

Figure A6.1 – Number of PCS roles undertaken by officials



The 459 (228 male and 231female) respondents to this question accounted for 1103 PCS roles. Table A6.1 below illustrates that the largest proportion of respondents (68 per cent) were local workplace representatives (though many of these also held additional roles). The second highest proportion of respondents (64 per cent) were members of a branch executive committee for example Branch Secretaries or organisers and the third highest were Branch level roles including ULRs and Health and Safety officer positions. The smallest number of officials held occupational association or national level positions. Interestingly, differences between male and female positions are relatively small, even at Branch executive committee level where often the assumption is that men hold the majority of positions. Sixty five per cent of male respondents held Branch executive committee level posts compared to 63 per cent of female respondents. Table A6.1 also suggests that female officials held a higher number (often by a considerable margin) of senior posts, including group regional committee members, national level and national level subcommittee members.

Table A6.1 – PCS roles and level of responsibility

	Count (freq)				
	Male	**Female**	**Total**	**% of positions**	**% of respondents**
Local workplace representative	153	158	311	28	**68**
Branch level role	92	109	201	18	**44**
Member of a branch executive committee	**149**	**145**	294	27	**64**
Member of any other branch committee	28	27	55	5	12
Group level post/group level committee	**48**	**63**	111	10	24
Member of a 'group regional committee'	**31**	**44**	75	7	16
Member of an 'occupational association'	4	3	7	1	2
Member of a national level sub-committee	**10**	**16**	26	2	6
National level post/national level committee	**8**	**15**	23	2	5
Overall number of responses	**523**	**580**	**1103**	100.00	
Total Number of respondents	**228**	**231**	**459**		

Similarly, by re-coding the variables, Table A6.2 below illustrates the highest (1-9) position held by respondents. The mean value was slightly higher for female officials (3.93) than for male officials (3.73).

Table A6.2 – Most senior position indicated

Most senior position held	**Male (n)**	**Female (n)**	**Total (n)**
Local workplace rep	35	40	75
Branch level role (i.e. ULR or H&S)	17	26	43
Member of branch exec committee	87	66	153
Member of any other branch committee	16	11	27
Group level post/group level committee	24	25	49
Member of a 'group regional committee'	30	36	66
Member of an 'occupational association'	3	2	5
Member of a national level sub-committee	8	11	19
National level post/national level committee	8	15	23
Total *(n)*	228	232	460

For a more detailed table, illustrating both row and column percentages please see Table A6.3 in Appendix A. The most senior position held by the largest proportion of officials was that of 'branch executive committee' (33 per cent overall). This was the case for both male and female officials although a larger proportion of male officials (38 per cent) reported this to be their most senior position in comparison to female officials (28 per cent). A larger proportion of female officials than male officials reported their most senior positions as Local workplace representatives, branch level roles and in national roles, seemingly indicating a concentration of women at both the most junior and the most senior levels. However, the small number of respondents in each category makes it difficult to draw meaningful inference.

A7 – Years of union membership and activism

Respondents were asked to indicate how long they had been a) a union member and b) a union official. Overall respondents had been union members for a mean average of just over 16 years (16.28). The lowest response was just 1 year and the highest 46 years. A considerable positive skew, however, indicates a clustering of responses below this mean. Overall, respondents had undertaken a 'PCS official' role for just over 9 years, again a large positive skew indicates that a large proportion of respondents were clustered below this figure. A detailed contingency table (Table A7.1) is presented in Appendix A. On average, men had been both union members and officials slightly longer than women; 1.3 years longer as a member (male average 16.94 years, female average 15.64 years), and just over two and a half years longer as an official (male average 10.64 years, female average 8.09 years).

Four histograms documenting the distribution of both a) 'years as a member' and b) 'years as an official' for both male and female officials are presented in Appendix A (Histograms A7.1a and b and A7.2a and b). The overall shape of the distribution can be seen to be generally similar with a few exceptions which are highlighted in Table A7.2 below. The continuous data provided by respondents was re-coded into seven brackets which are documented in Table A7.2 below.

Table A7.2 – Years of union membership and activity by gender

	As a PCS member*			As a PCS official**		
Years	*Male (%)*	*Female (%)*	*All (%)*	*Male (%)*	*Female (%)*	*All (%)*
0-4	9.2	14.5	**11.9**	36.1	41	**38.6**
5-9	22.7	20.9	**21.8**	21.6	24.9	**23.2**
10-14	20.5	19.6	**20**	11.9	16.2	**14**
15-19	8.7	6	7.3	9.7	7.9	8.8
20-29	21.8	26.4	24.1	13.2	8.3	10.7
30-39	13.5	12.3	12.9	6.6	1.3	3.9
40+	3.5	0.4	1.9	0.9	0.4	0.7

* n = 464 ** n = 456

Table A7.2 confirms findings from the continuous data showing a concentration of respondents (both male and female) as being in membership for shorter periods; over half being members for less than 15 years. Similarly the largest proportions of respondents have acted as PCS officials for shorter periods. Almost 40 per cent of respondents have acted as officials for under 5 years and over three quarters for less than 15 years (75.8 per cent). However the figure is significantly greater for women than for men; For example, almost two thirds of women (65.9 per cent) have been officials for less than 10, compared to 57.7 per cent of men (again this is illustrated by the higher positive skew associated with women in histogram A7.2b in Appendix A).

A8 – General respondent characteristics

Table A8.1 below presents responses (by gender) to other general questions asked in Section One of the survey. These relate to existing literature and theory which suggest that such characteristics might affect an officials' propensity to undertake their role or their ability to develop within their organisation.

Table A8.1 – Wider respondent characteristics

	Male (%)	Female (%)	All (%)
Employment status			
Full time	88	72	80
Part time	12	28	20
Gender of current work colleagues			
Mostly men	14	8	11
Slightly more men than women	11	11	11
About the same number of men and women	19	20	20
Slightly more women than men	**31**	**38**	35
Mostly women	**24**	**23**	24
Sex of the person in the next PCS position above			
Male	65	54	59
Female	35	47	41
Are you living with a partner?			
Yes	65	69	67
No	35	32	33
Do you have dependent children?			
Yes	38	34	36
No	62	67	64
Respondents parents and union involvement			
At least one was a trade union member	44	41	42
At least one was a trade union official	14	17	16
Neither was in a trade union	36	36	36
Don't know/can't remember	6	6	6

The vast majority (80 per cent) of respondents were employed full time, though women were more likely to be in part time employment; 28 per cent of female respondents in comparison to 12 per cent of male respondents. Almost 60 per cent of all respondents indicated that the composition of their work colleagues was majority female. This is not surprising due to PCS' membership being concentrated in the public sector, which according to the Economic and Labour Market Review (Vol 4, No 7, 2010. See also LFS statistics) is 65 per cent female and has been so consistently for some time. However, around six out of ten respondents claimed that the person in the next PCS position above theirs was male. Men reported this to be the case most frequently, 65 per cent of male respondents in comparison to 54 per cent of female respondents. This is confusing as Tables A6.1 and A6.2 indicate that overall there are a similar proportion of female and male officials in PCS positions. The concentration of respondents who were workplace reps or held branch level positions means that often the 'person in the next PCS position above theirs' held a Branch executive committee level post. This would imply that male officials at this level were responsible for more officials than females at this level.

Almost 70 per cent of respondents lived with a partner. Female officials were slightly more likely to do so than their male counterparts. Just over a third of respondents claimed to have dependent children, this varied only slightly by gender. This is likely to be related to the age profile of the officials who were most likely to be in their mid 40s to mid 50s (see Table A2.1), an age group less associated with having dependent children. Finally, the likelihood of an official's parents having been involved with a union varied little between male and female respondents. In fact, 58 per cent of both male and female officials indicated that their parents

had been either union members or union officials and 36 per cent of both male and female officials indicated that they had not.

Summary of section – Respondent characteristics

This section has identified the general biographical characteristics of respondents to the survey and can provide PCS with information regarding the composition of its officials for use in future campaigns and when developing support activities. Furthermore, these biographical characteristics will be used as independent variables in further analysis for publication; these have been summarised in Table A.1.

To summarise; around half of all responding officials were male and half female. There were very few younger officials below 35 and an almost complete absence of officials below 25. There was concentration of female officials in the 45 to 54 age category. Respondents were located within all of PCS' nine employment sectors, though most respondents were located either in 'Revenue' (22%) or 'Welfare' (30%). 93% of respondents categorised themselves as 'White'. Ethnicity varied little by gender. There were only small differences between the proportion of male and female respondents in all PCS positions, even at Branch executive committee level, a key gate keeper position. There was a slight concentration of female officials in more senior posts. Almost two thirds of respondents held more than one PCS position. Male officials were more likely than females to indicate that their most senior position was 'branch executive committee'. So, where respondents reported being at 'branch executive committee' level, it was likely to be the male officials' most senior position whereas it was less likely to be the female officials' most senior position. A larger proportion of female officials reported their most senior positions as local workplace representatives, branch level roles and in national roles, indicating a concentration of women at both the most junior and the most senior levels.

Respondents had been union members for an average of 16 years and acted as a PCS official for 9 years, though there was a concentration of officials who had been officials for less than five years. On average, men had been both union members and officials slightly longer than women. The vast majority of respondents were employed full time, though women were more likely than men to be in part time employment. Whilst six out of ten respondents indicated that the composition of their work colleagues was majority female, the same proportion indicated that the person in the next PCS position above theirs was male. This could imply that male officials, particularly at Branch executive committee level, were responsible for a larger number of more junior officials than their female equivalents. Seven out of ten respondents lived with a partner. Just over a third of respondents claimed to have dependent children and this varied only slightly by gender. Finally, the likelihood of an official's parents having been involved with a union varied little between male and female respondents. Approximately six out of ten male and female officials indicated that their parents had been either union members or union officials

So, whilst there are many similarities between male and female officials, there are also some important structural variations which may help to explain differences in responses in subsequent sections within this report. Before focussing upon the level and outcomes of union support and mentoring later in this report, the following section shall first document the 'attributes' that respondents believed were required for PCS officials to be good leaders and highlight perceptions of female role models, gender proportionality and factors that might impact upon leadership effectiveness.

Section B – Leadership style and effectiveness

This Section first documents the 'attributes' that respondents believed were required for PCS officials to be good leaders. In line with the literature, attributes are characterised as Communal or Agentic and gender assumptions are investigated and challenged. This section subsequently documents respondents' views in respect of female role models and gender proportionality. Finally, this section highlights the extent to which respondents believed that gender differences and 'domestic or childcare responsibilities' had impacted upon their leadership effectiveness.

There are a plethora of leadership theories as well as a wide array of stereotypes in respect of gender and leadership style and effectiveness. A short summary is provided here to provide some background to the questions asked within this section of the survey. One explanation for the leadership gap stems from the stereotyped societal expectation that women take care and men take charge and thus men are stereotyped as having more agentic characteristics such as confidence, assertiveness, independence, rationality, and decisiveness, "whereas women are stereotyped as possessing communal characteristics such as concern for others, sensitivity, warmth, helpfulness, and nurturance" (Hoyt, 2012: 358 in reference to Heilman, 2001). The problem with this essentialist view is that it stereotypes women as having specific traits which are less associated with what is generally expected from a good leader, or at least a senior manager.

When comparing male and female leadership styles there is often a focus on two key perceived differences; the first focuses on the difference between interpersonally oriented and task oriented leadership styles and the second focuses on the difference between democratic and autocratic styles of leadership. Women are often assumed to be communal in their leadership style (interpersonally oriented and more democratic) where as men are assumed to be more agentic (task oriented and more autocratic). These are stereotypes and a number of authors, for example Eagly and Johnson (1990) and van Engen and Willemsen (2004), have produced evidence to refute these claims. Similarly Briskin (2006: 360) takes a non-essentialist perspective to rebut claims that the biology of gender is responsible for differing leadership behaviour. However, she argues that where women's leadership style does differ from men's this is less the result of 'narrow biological imperatives' and rather the result of similarities of experience including their historic subordination, a patriarchal society and a lack of social power. Similarly, Kirton and Healy (2012: 981) claim that women are often seen to "choose participative management styles and to be willing to share available resources owing to their lack of social power rather than owing to essential (biological or psychological) characteristics (Fairhurst, 1993)". So typical style differences are explained as the result of social construction, "often drawing on the potentially female-unifying discourse of motherhood, as well as lack of power in organisations" (Kirton and Healy, 2012: 987. See also Kirton and Healy, 2008a: 6).

So some authors disagree on whether there is a difference in leadership style between men and women, whereas others disagree on the cause of any potential difference where one exists. Either way, more recent thinking on leadership has led some (see for example Ford, 2010) to conclude that changes in society, businesses and in technology (i.e. electronic communication) has resulted in the need for a new definition of 'good leadership' which is more interpersonally oriented and democratic. Similarly, Fulop *et al* (1999 cited in Torrington et al, 2010: 297) argues that the appropriateness of one single charismatic leader at the top of the organisation and old models of authoritarian leadership has declined. Rather, Torrington *et al* (2010: 297-8. see also Ford, 2010) present what they term empowering or post-heroic leadership which emphasises members of the organisation in "taking on leadership roles through empowerment. The leader becomes a developer of others, encouraging a learning organisation". So the emphasis shifts away from an autocratic and

task based style (agentic) to a democratic and interpersonal style (communal) (see also descriptions by Applebaum *et al*. 2003. Neubert *et al*. (2009). Quaquebeke and Eckloff, 2010. Wong and Cummings, 2009). Moreover, due to the composition of unions and the nature of the official's role; being a democratically elected representative of members, a communal leadership style might be more appropriate for trade unions. Kirton. *et al* (2010, 42) suggests this to be the case; they found evidence that suggests that qualities commonly cited as needed for leadership in unions were "being collaborative and willing to listen to others; recognizing your own weaknesses; being prepared to be wrong and open to changing your mind". Furthermore, they (*Ibid*, 42) acknowledge that these are arguably qualities that are more often associated with women than with men. These ideas were tested by the survey instrument and are document in this section.

B1 – Leadership style and gender

The survey sought to identify what characteristics/attributes PCS officials believed 'good leaders' within PCS required. A list of 18 characteristics were presented, incorporating nine communal characteristics and nine agentic characteristics; these were mixed up so as to appear random and not grouped by theme. Respondents were given the following short definition and subsequently asked to indicate the top five attributes required by PCS officials to be a good leader:

> "This short section seeks your views on what makes a good leader. When we talk about leaders though we are not just talking about those national PCS leaders, leadership skills are required at all levels throughout PCS.
>
> "Look at the list below and tick the **top five attributes** that you think are required by PCS officials to be a good leader? Please note there are no right or wrong answers, so please give an honest opinion".

The results have been re-categorised as either communal or Agenic and are presented for both Male and Female officials in Table B1.1 below. The higher up each side of the table (communal left, agentic right) they are presented, the more frequently the respondent classed them as one of their top five attributes.

Table B1.1 – Attributes required to be a good PCS leader

	Communal Characteristics				Agentic Characteristics		
	Male	**Female**	**Total**		**Male**	**Female**	**Total**
Good people skills				***Strength of character***			
Count	176	189	365	Count	68	80	148
Column %	16	17	16	Column %	6	7	7
Good listener				***Foresight and vision***			
Count	136	150	286	Count	80	59	139
Column %	12	13	13	Column %	7	5	6
Believes in the cause				***Decisive***			
Count	133	142	275	Count	71	58	129
Column %	12	12	12	Column %	6	5	6
Empathy				***Designates tasks to followers***			
Count	83	81	164	Count	56	44	100
Column %	7	7	7	Column %	5	4	4
Empowers followers				***Takes control***			
Count	63	86	149	Count	21	26	47
Column %	6	8	7	Column %	2	2	2
Shares decision making				***Good at gaining recognition for their role***			
Count	53	75	128	Count	18	16	34
Column %	5	7	6	Column %	2	1	2
Patience				***Authoritarian/hard***			
Count	68	59	127	Count	2	2	4
Column %	6	5	6	Column %	0	0	0
Being prepared to be wrong				***Risk-taker***			
Count	61	60	121	Count	0	3	3
Column %	5	5	5	Column %	0	0	0
Self-sacrifice				***Masculine***			
Count	20	10	30	Count	2	1	3
Column %	2	1	1	Column %	0	0	0

A total of 2252 attributes were ticked by all respondents, of these 1111 came from male officials and 1141 from female officials. It is apparent from the Table B1.1 that considerably greater credence was given to communal characteristics as opposed to agentic characteristics. Out of the 2252 indicated attributes 1645, almost three quarters (73 per cent) where communal and just 607 (27 per cent) were agentic. In fact over half (55 per cent) of all indicated 'top attributes' were incorporated within the top five communal characteristics of Good people skills, Good listener, Believes in the cause, Empathy and Empowers followers. Moreover, there was not a large difference between the views of female and male officials. Seventy-five per cent of 'top leadership attributes' indicated by female officials were communal, similarly 71 per cent of 'top leadership attributes' indicated by male officials were communal (see Table B1.2). Overall therefore, men were only slightly more likely to indicate an agentic characteristic as most important attributes to be exhibited by PCS officials.

Table B1.2 – Combined leadership attributes by gender

	Communal Characteristics			*Agentic Characteristics*		
	Male	**Female**	**Total**	**Male**	**Female**	**Total**
Count	793	852	1645	318	289	607
%	71	75	73	29	25	27

To gain an indication of the proportion of male and female officials who were 'communal or agentic' an overall score for each respondent was calculated. This was undertaken by assigning one point for each communal attribute indicted by the respondent and -1 for every agentic attribute, these were then added giving an overall score ranging, hypothetically, from 5 (highly communal) to -5 (highly agentic). Those indicating a positive score being (to varying degrees) communal and those with negative scores being (to varying degrees) agentic. The results are documented in Figure B1.1 below (see also corresponding Table B1.3 in Appendix B).

Figure B1.1 – Leaders style score by gender

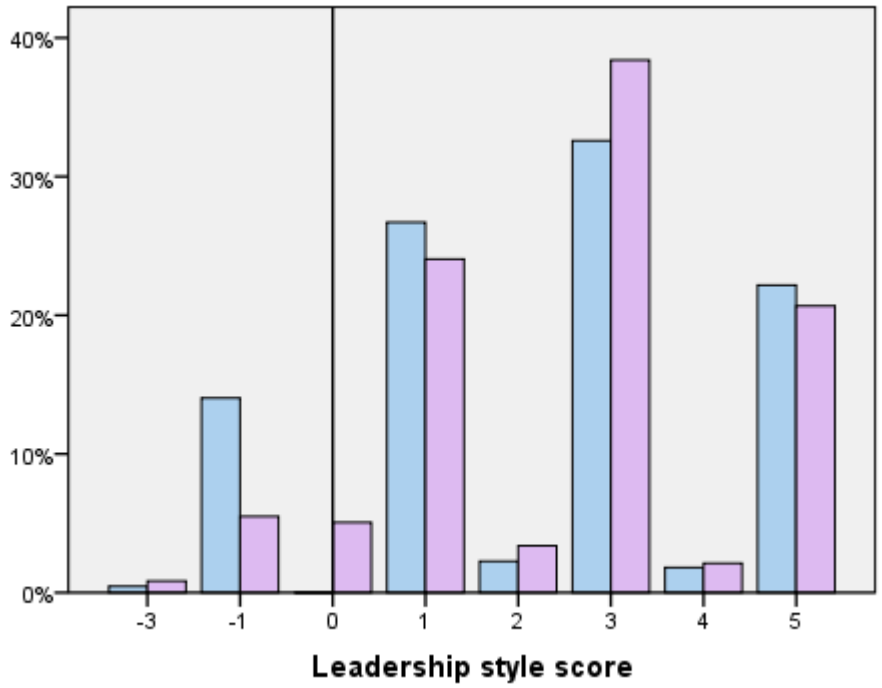


Figure B1.3 clearly illustrates that the vast majority of scores fall on the positive side of the graph for both male and female officials indicating that, irrespective of gender, PCS officials believed the **top attributes** required to be a good PCS leader were communal. Moreover, the magnitude of the leadership style score varies little by gender which is illustrated by the similar size and shape of responses in Figure B1.1, the only obvious difference being for those with a total score of -1 (slightly agentic). Fourteen per cent of male officials exhibited a cumulative score of -1, in comparison to just six per cent of female officials. A final comment on Figure B1.1 is that where respondents' overall score was communal, the largest proportion (36 per cent of scores) scored 3, however a large concentration of scores were also reported to be 1 (slightly communal – 25 per cent of scores) or 5 (very communal – 21 per cent of scores).

B2 – Role models, gender proportionality and leadership effectiveness

Whilst internal figures (see LRD, 2012 for example) illustrate the lack of gender proportionality throughout PCS's decision making structures, the survey sought to identify respondents' views in respect of female role models, gender proportionality and factors that impact upon their leadership effectiveness. Respondents were asked to indicate the extent to which they agreed or disagreed with six statements; the first three (documented below in Table B2.1, see also corresponding Figures B2.1 – B2.3 in Appendix B) relate to gender proportionality and role models; the second three relate to leadership effectiveness (documented in Table B2.2, see also corresponding Figures B2.4 – B2.6).

Table B2.1 – Role models and gender proportionality

	Strongly disagree (%)	Disagree (%)	Neither agree nor disagree (%)	Agree (%)	Strongly agree (%)	Mean (α)
It is important that there are senior female role models within PCS?						
Male	2	7	20	48	23	3.82
Female	2	3	15	46	35	4.09
Total	2	5	18	47	29	3.96
Inspirational senior female role models can be clearly identified within PCS						
Male	3	14	26	39	17	3.53
Female	5	14	25	40	15	3.46
Total	4	14	26	**40**	**16**	3
Gender proportionality in decision making roles should be similar to membership						
Male	7	22	30	34	8	3.14
Female	7	18	28	31	16	3.31
Total	7	20	29	32	12	3.22

Over three quarters (76 per cent) of respondents expressed agreement that it was important that there were senior female role models within PCS. Just seven percent expressed disagreement (nine per cent male and five per cent female). Though female officials were more likely to express agreement and considerably more likely to strongly agree (35 per cent of female respondents in comparison to 23 per cent of male respondents), over seven out of ten (71 per cent) male officials also expressed agreement. These findings are illustrative of the overall acceptance amongst officials of the importance of senior female role models. However, whilst the importance of having senior female role models is widely accepted, responses often indicated that such role models were not clearly identifiable within PCS structures. Though the majority (56 per cent) can clearly identify inspirational senior female role models, 18 per cent express disagreement and 26 per cent neither agreed nor disagreed – however it is unclear from this question whether senior females were identifiable but not considered inspirational or senior females were simply not identifiable. Responses varied little by gender. The statement that gained the lowest level of agreement (and highest level of disagreement) was "*Gender proportionality in decision making roles should be similar to membership*". Whilst the highest proportion were in agreement (44 per cent) this still did not represent a majority opinion, furthermore women were twice as likely to strongly agree with this statement as men.

Table B2.2 – Difficulties and leadership effectiveness

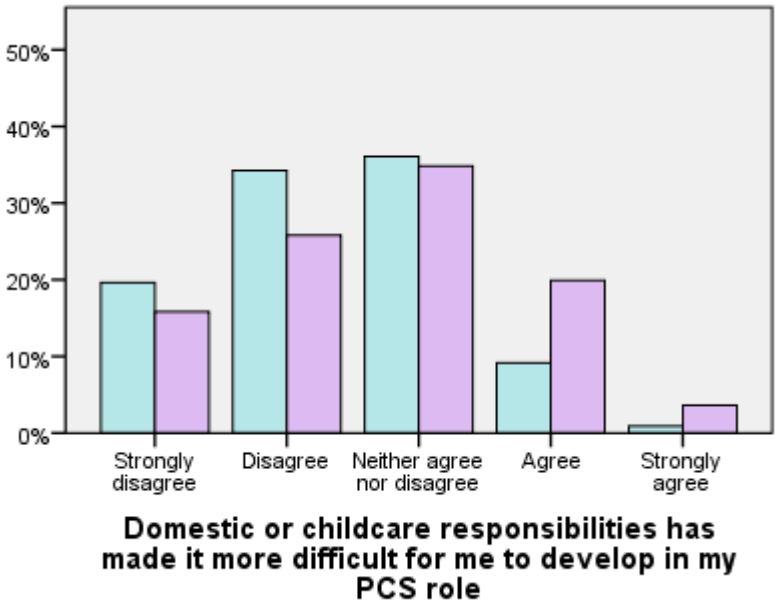
	Strongly disagree (%)	Disagree (%)	Neither agree nor disagree (%)	Agree (%)	Strongly agree (%)	Mean (α)
It is more difficult to lead when the majority of the followers are of the opposite sex						
Male	21	46	25	7	1	2.19
Female	13	48	25	9	5	2.46
Total	17	47	25	8	3	2.33
Members prefer officials of the same gender						
Male	8	44	40	7	1	2.49
Female	6	38	45	9	1	2.61
Total	7	41	42	8	1	2.55
Domestic or childcare responsibilities has made it more difficult for me to develop in my PCS role						
Male	20	34	36	9	1	2.37
Female	16	26	35	20	4	2.70
Total	18	30	36	15	2	2.54

Table B2.2 above (see also corresponding Figures B2.4 and B2.5 in Appendix B and B2.6 below), identifies the level of agreement to three statements which sought to identify whether respondents believed that gender differences and 'domestic or childcare responsibilities' had an impact upon their leadership effectiveness. Overall, there is very little evidence to suggest that this is the case. Just one in ten respondents (11 per cent) expressed agreement that it was more difficult to lead when the majority of the followers were of the opposite sex, almost two thirds of respondents expressed disagreement – men being more likely to strongly disagree than women. Similarly, less than one in ten officials overall expressed agreement that 'members prefer officials of the same gender'. Men were more likely than women to express disagreement, whereas women were more likely to neither agree nor disagree. The statement that received the greatest difference in responses between male and female officials was:

> *"Domestic or childcare responsibilities has made it more difficult for me to develop in my PCS role".*

Female officials were considerably more likely to express agreement (see also Figure B2.6 below); almost a quarter (24 per cent) claimed this to be the case whereas just one in ten male officials were in agreement. Whilst the largest proportion of female officials (42 per cent) did not agree, those in agreement were still significant, particularly when compared to male responses.

Figure B2.6 – Leadership Effectiveness 3



Summary of section – Leadership style and effectiveness

This section has illustrated how PCS officials emphasise communal characteristics in defining good leadership within the union, regardless of their gender. This challenges assumptions that men value agentic leadership styles considerably more than women and also adds strength to more recent leadership (post-heroic) literature which argues that the appropriateness of one single charismatic leader at the top of the organisation, and old models of authoritarian leadership, are less relevant and are being replaced by democratic leadership through the empowerment of others (see for example Ford, 2010. Fulop *et al*., 1999. Torrington *et al*., 2010: 297-8). Most frequently cited attributes required by a 'good PCS leader' included Good people skills, Good listener, Believes in the cause, Empathy and Empowers followers. There was widespread acceptance of the importance of senior female role models by both male and female officials though this acceptance did not directly translate into officials experiencing or being able to identify inspirational senior female role models. This suggests that the theoretical acceptance of their importance outweighs the reality of their existence. Furthermore, whilst the importance of senior female role models was accepted, a considerably smaller proportion of officials agreed that gender proportionality in decision making roles should be similar to membership. Finally, there was very little evidence to suggest that gender differences between leaders and followers/members reduced leadership effectiveness. Very few officials found it more difficult to lead when followers were of the opposite sex and similarly very few believed that members preferred officials of the same gender. However, a considerable number did feel that domestic or childcare responsibilities had made it more difficult for them to develop in their PCS role; and this was experienced significantly more by female officials than male (a quarter of all female officials overall).

This section has identified important similarities in terms of how male and female officials view good leadership styles and provides evidence to support concepts of 'empowering' or 'post-heroic' leadership which emphasises a more democratic and interpersonal style (communal). It also throws into doubt assumptions often made about the degraded effectiveness of leaders when followers are of the opposite sex; though does confirm that women are disproportionally affected by domestic or childcare responsibilities which makes

development within PCS more difficult. Whilst **similarities** between male and female perceptions of leadership style and effectiveness have been identified in this section, the following section (Section C) seeks to identify **differences** in the extent to which male and female officials have been informally mentored by other PCS colleagues in the past. Furthermore, Section C seeks to identify **differences** in the mentoring relationships that have developed and styles adopted by male and female officials.

Section C – Incumbent experience of informal mentoring in PCS

This Section of the survey sought to establish the extent to which informal mentoring was already taking place within PCS. There were three seminal reasons for gathering this information;

- First, to identify (and inform PCS of) the extent to which mentoring was already being adopted by officials on an informal basis. This might allow inference to be made in terms of the popularity of mentoring and the characteristics of mentoring relations.

- Second, to establish gender difference in the propensity to be mentored. Put simply, are male or female officials more likely to be informally mentored by PCS colleagues and if so, what is the reason for this; furthermore is informal mentoring being used to address deficiencies in other areas of formal PCS support?

- Third, to establish whether informal mentoring has generated measurable benefits to mentees and thus PCS as a whole. This shall be conducted through further analysis of Section D – officials' perceptions of PCS and level of support; Section E – officials' intrinsic and extrinsic success in developing in PCS and; Section F – how officials dealt with conflict and pressures. Whilst in this report, these Sections predominantly present top level findings further regression analysis shall be conducted for detailed academic publication with primary binary independent variables being:

  "0=Didn't have informal PCS mentor 1=Has/Had informal PCS mentor"

Therefore, this section first identifies differences in the extent to which male and female officials claimed to have already been informally mentored by 'someone within PCS'. Using Clutterbuck's (2011) 'helping to learn' styles' to develop a wider model of mentoring, this section subsequently identifies differences in how male and female officials experienced 'being mentored'. Finally, this section documents the main reasons officials had not been informally mentored by colleagues as identified by respondents.

C1 – Gender and propensity to be mentored

Respondents were asked, "*Is there someone in particular within PCS that you believe has acted as a mentor to you, helping you to develop?*" Summary responses are presented in Table C1.1 below, more detailed information is also presented in Table C1.2 in Appendix C.

Table C1.1 – Someone within PCS has acted as a mentor to me

		Yes	No	Total
Sex				
Male	Count	110	111	221
	Row %	50%	50%	100%
	Column %	42%	61%	50%
Female	Count	152	72	224
	Row %	68%	32%	100%
	Column %	58%	39%	50%
Total	Count	262	183	445
	Row %	59%	41%	100%
	Column %	100%	100%	100%

$x^2 = 15.025$ d.f. (v) = 1 $\rho < 0.001$

Overall, six out of ten (59 per cent) PCS officials stated that someone within PCS had acted as a mentor to them and had helped them to develop. This is almost identical to results generated by van Emmerik (2004: 583) who found that 58 per cent of her respondents (university faculty members) had a mentor. However, what is apparent from Table C1.1 is that women were considerably more likely to claim to have a mentor than men. Of those indicating that someone had acted as a mentor, almost 60 per cent were female. While only half of all male respondents reported that they had been mentored (and half claimed that they had not), almost seven out of ten women reported this to be the case. The contingency table (Table C1.2) and corresponding explanation in Appendix C presents more detailed characteristics of this relationship. Results from a Pearson Chi-Square test indicate that there was a significant association between gender of union official and whether they did or did not already have an informal PCS mentor such that x^2 (1) = 15.025, $\rho < 0.001$. Furthermore, based on the odds ratio, the odds of women having a mentor were more than twice (2.130) as high as men having a mentor (see Odds Ratio calculation after Table C1.2 in Appendix C). Therefore, women were significantly more likely than men to report that they had already been mentored by colleagues within PCS to help them in their development.

C2 – PCS officials and 'helping to learn' styles'

As illustrated in Table C1.2 in Appendix C, 110 male officials and 152 female officials indicated that someone within PCS had already acted as a mentor to them and helped them to develop. In reference to Clutterbuck's (2011: 16) 'two dimensions of helping' and subsequent development of four/five 'helping to learn' styles', the questionnaire sought to identify respondents' experiences of being mentored and the extent to which mentors were coaching, guiding, counselling or improving the networks of officials. According to Clutterbuck's (2011) there are two key relationship variables which derive the specific category of assistance offered to a mentee. The first, represented on the y-axis, is 'who is in charge of the relationship' and ranges from directive to non-directive, and the second, represented on the x-axis, is the 'individual's needs' and ranges from stretching to nurturing. Combining these two 'dimensions of helping' generates the four 'helping to learn' styles of coaching, guiding, counselling and networking. The extent to which focus is placed upon each derives the mentoring relationship, for example Figure C2.1 illustrates 'developmental mentoring' which incorporates a varied and equal reliance upon all four styles, whereas Figure C2.2 illustrates a high degree of nurturing/protection and a directive mentor – this is known as sponsorship mentoring.

Figure C2.1 – Developmental mentoring

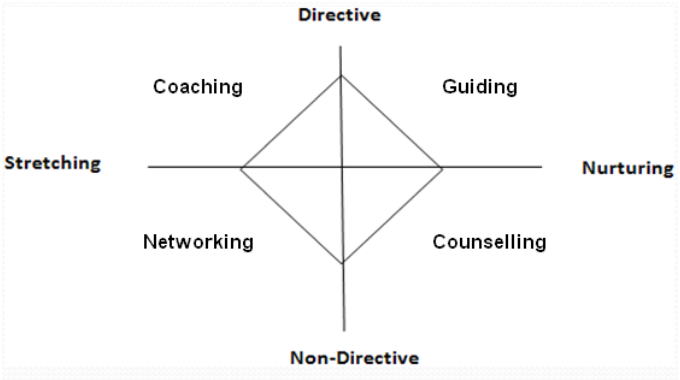
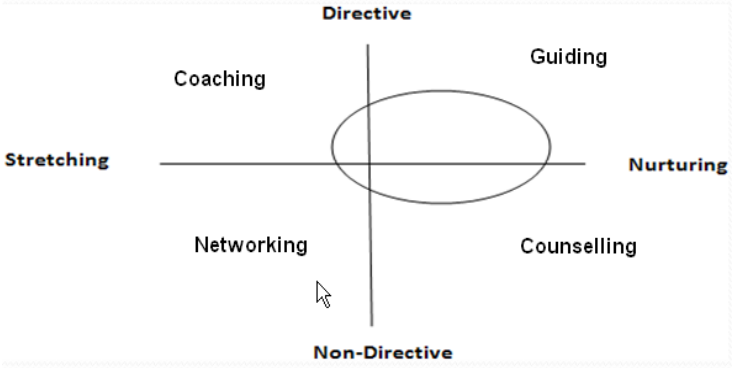


Figure C2.2 – Sponsoring mentoring



Source – Clutterbuck (2011:19)

In reference to this model, respondents were presented with a total of eight possible mentoring activities and asked:

> "*Thinking about this person (informal mentor), to what extent do they do the following for you?*"

Responses (closed) included Never, Infrequently, Sometimes, Quite often, and A lot, and were coded from 0 to ±4 respectively. The first four statements related to the 'Who is in charge?' dimension (y-axis), with each statement epitomising either guiding, counselling, networking or coaching. Where a statement represented a directive relationship responses were coded from 0 to +4. Where non-directive, responses were coded from 0 to -4. A further four statements were given relating specifically to the 'individual's needs' dimension (x-axis). Again, each statement epitomised guiding, counselling, networking or coaching. Where a statement represented a nurturing relationship, responses were coded from 0 to +4. Where the statement represented a stretching relationship, responses were coded from 0 to -4. Table C2.1 below lists these eights statements along with their corresponding, helping to learn dimension, score from 0 to ±4 and specific style of helping category.

Table C2.1 – Deriving type of mentoring experience

Characteristic of the relationship	Helping to learn dimension	Score/Coding	Corresponding 'style of helping'
Who is in charge? Y-axis			
Takes a very direct interest in you and in moulding your involvement within PCS	Directive	0 to **plus** 4	Guiding
Be there to listen to you	Non directive	0 to **minus** 4	Counselling
Demonstrate how to do specific union activities	Directive	0 to **plus** 4	Coaching
Makes you aware of how and where you can get information from	Non directive	0 to **minus** 4	Networking
Individual needs? X-axis			
Act as a guardian, looking out for your interests	Nurturing	0 to **plus** 4	Guiding
Helps you think about your personal development	Nurturing	0 to **plus** 4	Counselling
Sets specific goals to achieve	Stretching	0 to **minus** 4	Coaching
Makes you aware of, or introduces you to, influential people	Stretching	0 to **minus** 4	Networking

The four scores from each of the two dimensions were added together to give each respondent a total score within each dimension. These are illustrated for 'all respondents on the scatter plot below (Figure C2.3). Theoretically scores within each dimension could range from minus eight to plus eight. The dots on the scatter plot have been grouped and represent 262 cases.

Figure C2.3 – Styles of helping (All respondents)

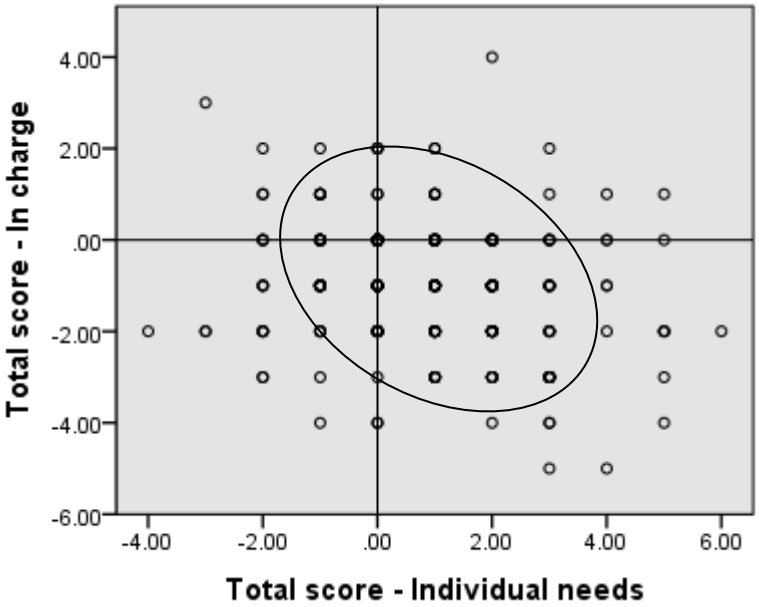


Figure C2.3 above plots the total scores for the 'in charge' and 'individual needs' dimensions for all officials. A best fit oval has been added to better visually illustrate the distribution and improve comparability to Figures C2.1 and C2.2 above (Clutterbuck, 2011: 19). Figure C2.3 illustrates a wide distribution of combinations with respondents demonstrating characteristics from all four styles of helping. However, as the best fit oval illustrates, the trend is towards nurturing (positive on the x-axis) and non-directive relations (negative on the y-axis). This firmly paces most cases within the 'Counselling' quadrant of Figure C2.3 and least within the 'Coaching' quadrant. From this we can conclude that whilst all four styles of helping were present, Counselling was most prominent and Coaching least prominent. These overall results were further analysed so as to isolate score combinations by gender. As Tables C2.4 and C2.5 illustrate there was a significant difference between male and female scores (The dots on these scatter plots have been grouped and represent 110 men and 152 women).

Figure C2.4 – Styles of helping (Male)

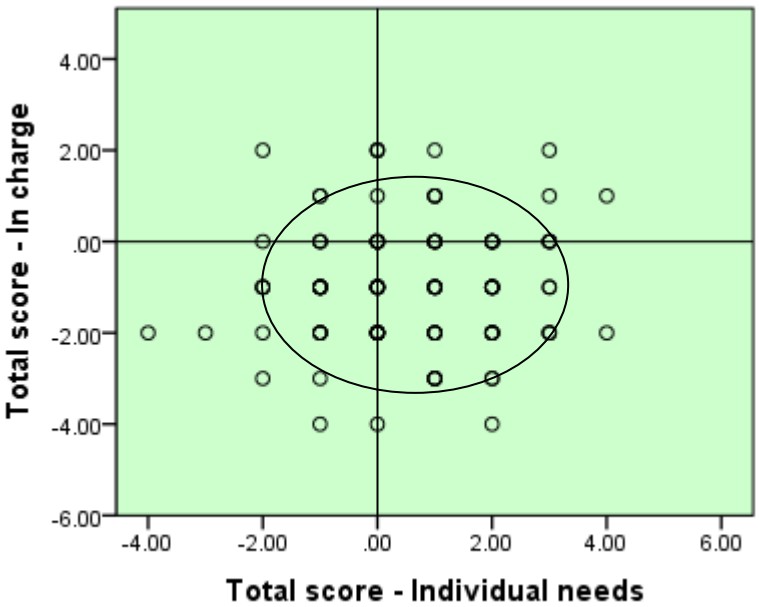
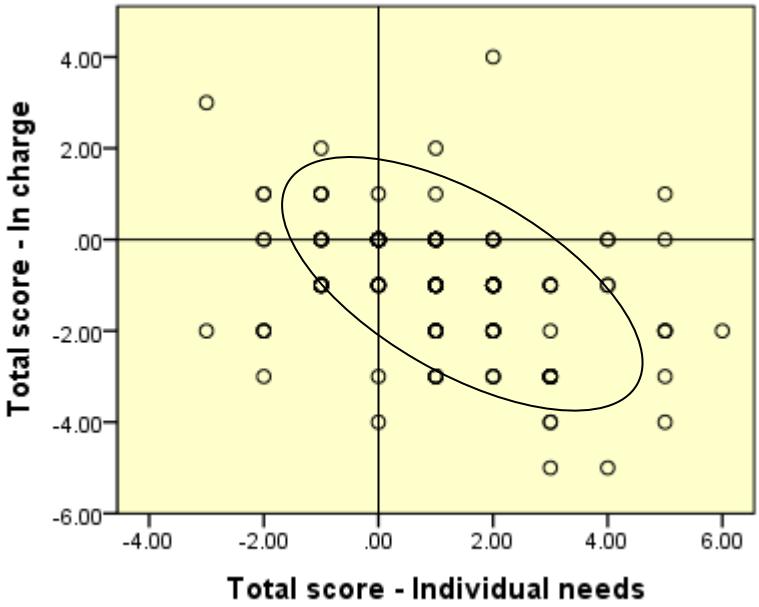


Figure C2.5 – Styles of helping (Female)



Comparing the scores by gender

1. *Extreme combinations* – The first thing that is apparent when comparing the two scatter plots is that female respondents exhibit more extreme combinations of scores, illustrated by the larger number of outliers on the female scatter plot and the concentration of cases closer to the origin (intersect of the two axis) on the male scatter plot.

2. ***Male distribution about the origin*** – Second, male combinations appear to be more evenly distributed about the origin giving a more circular best fit shape with its centre closer to the origin. This more closely resembles the 'developmental mentoring' model identified by Clutterbuck (2011) above in Figure C2.1.

3. ***Female distribution about the origin*** – The best fit shape for females is a long thin oval shape with its centre a considerable distance from the origin. Furthermore, it has a substantial pivot/incline indicating a lot of, and extreme, combinations within the one quadrant of counselling.

To summarise, male officials who indicated that someone within PCS had acted as a mentor to them and helped them to develop were, overall, less likely to experience extremely directive or non-directive instruction from their mentors or extremely nurturing or stretching relationships. Overall, male officials were more likely to experience different styles of helping including coaching and networking. However the overall trend for mentoring relationships for male officials was more non-directive and slightly more nurturing. Female officials who indicated that someone within PCS had acted as a mentor to them and helped them to develop were, overall, more likely to experience an extremely non-directive relationship with their mentors. Moreover they were considerably more likely to experience an extremely nurturing relationship with their mentor. Overall, female officials were most likely to experience a style of helping which can be described as nurturing and non-directive. This is typified by Counselling.

C3 – Those without experience of being mentored

Officials that indicated that no one within PCS had acted as a mentor to them were asked to identify the main reasons for this. One hundred and eighty three respondents indicated that they did not have a mentor, 111 (61 per cent) of these were male and 72 (39 per cent) were female. A total of 335 reasons (comprising 220 male comments and 135 female comments) for not having a mentor were given as respondents could give more than one reason.

Table C3.1 – Main reasons no one has acted as an informal mentor to me

	Male	Female	Total
I have never asked for such assistance			
Count	64	33	97
% of respondents	**58**	**46**	53
I've never really thought about it			
Count	40	26	66
% of respondents	36	36	36
I receive support from a number of people as opposed to anyone in particular			
Count	34	31	65
% of respondents	**31**	**43**	36
There is little opportunity for me to develop relations with more senior officials			
Count	34	24	58
% of respondents	31	33	32
I don't feel like I need such assistance			
Count	23	8	31
% of respondents	**21**	**11**	17
No time, too busy			
Count	14	9	23
% of respondents	13	13	13
I don't think there is any benefit in me doing so			
Count	11	4	15
% of respondents	10	6	8

The most frequently cited reason given by respondents for no one within PCS acted as an informal mentor to them in the past was that they 'had never asked for such assistance'. Just over half of respondents (that hadn't experienced an informal mentoring relationship within PCS in the past) claimed this to be the case, though male respondents were more likely (almost six out of ten) to give this as a reason than female respondents (just 46 per cent). Men were also considerably more likely to believe that they didn't require such assistance (two in ten males in comparison to just one in ten females), and that they thought there was little benefit to them in pursuing mentoring (though few respondents, male or female expressed this opinion). The only reason given by a considerably higher proportion of women than men was that they "*receive support from a number of people as opposed to anyone in particular*".

Overall then, the most frequently cited reasons for not having an informal PCS mentor in the past did not include opposition to mentoring *per se*, or doubt in the benefits it could generate; although men were more likely to express these views than women. Rather, the most frequently cited reasons were simply the result of '*not asking for one*' or having '*never really thought about it*'. Women were significantly more likely to indicate that a dominant reason for not having 'someone in particular' act as mentor was that they received "*support from a number of people as opposed to anyone in particular*". More than four out of ten women claimed this to be the case. Finally, about a third of respondent indicated that there was little opportunity for them to develop relations with more senior officials and that this was one of the main reasons for not developing a mentoring relationship in the past. This varied little by gender.

Summary of section – Incumbent experience of informal mentoring in PCS

This section has illustrated some statistically significant differences between male and female officials' experiences of being mentored which will contribute to the wider academic debates around mentoring relationships and gender as well as assisting PCS in understanding where officials gain support from and the form it takes. This section has illustrated that female officials were significantly more likely than male officials to report that they had already been mentored by colleagues within PCS (x^2 (1) = 15.025, ρ < 0.001. Odds Ratio 2.130). Not only were women more likely to have had an informal PCS mentor, but the style of mentoring that they experienced was significantly different to their male counterparts. Male officials were less likely to experience either very high or very low levels of directive or nurturing/stretching interactions with their mentors. Furthermore, there was a more even distribution of male officials adopting the different styles of helping including coaching and networking (more closely associated with 'developmental mentoring). However, the overall trend for mentoring relationships for male officials was non-directive and slightly more nurturing, i.e. a slight concentration on a 'counselling style'. Female officials were less evenly distributed than men amongst the four learning styles and there was a large concentration of respondents experiencing the 'counselling style'. Moreover, female officials were more likely to experience extremely non-directive or extremely nurturing relationship combinations with their mentors.

The most frequently cited reasons for not having an informal PCS mentor were simply the result of '*not asking for one*' or having '*never really thought about it*' rather than doubting the actual benefits a mentor could generate. A third of respondent indicated that there was little opportunity for them to develop relations with more senior officials but this varied little by gender. Finally, women were significantly more likely than men to indicate that the reason for not having an informal PCS mentor was because they received "*support from a number of people as opposed to anyone in particular*"; so even when female officials had not experienced an informal mentoring relationship with a PCS colleague, this was often because they were more likely than male colleagues to received a wider variety of support from a number of other people.

Whereas Section B (Leadership style and effectiveness) identified many similarities between the views and experiences of male and female officials, this section has identified significant differences in respect of experiences of being mentored. This is a notable finding as it helps to explain where officials gain support for development and the **existing importance of mentoring for female officials**. Furthermore, it identifies the different experiences and expectations of men and women when being mentored which might assist in the design of future PCS mentoring programmes. Moreover, as identified in the introduction to this section, 'not mentored' (0) and 'mentored' (1) informally by a PCS colleague can be used as a binary independent variable in understanding how officials' perceive PCS support (Section D); level of officials' intrinsic and extrinsic success in developing in PCS (Section E); and how officials deal with conflict and pressures (Section F). It is worthy of note here that although ''not mentored' (0) and 'mentored' (1) shall be used primarily as a key independent variable in further analysis for publication; a regression model will also be developed to identify which (independent) variables influenced officials chances of being informally mentored (dependent) in the first place. The following section, Section D, shall focus specifically upon the way officials perceived the level of support they received from PCS in respect of their ability to develop within the union.

Section D – Support for developing as a PCS official

This section focuses specifically upon the way officials perceived the level of support they received from PCS in respect of their ability to develop within the union, as opposed to support for their union activities or individual case work. Four key areas where officials require developmental support were identified and thus form the following four sub-sections listed below. These can be broadly categorised as:

1) Support for developing within PCS structures and committees
2) Access to and encouragement of PCS training
3) Support for work-life balance, and
4) Support for networks

A range of statements were presented within each of these four broad categories and respondents were asked to indicate the extent to which they agreed or disagreed. Male, female and overall responses are presented in this section to highlight any differences (and similarities) between genders. However, further regression analysis shall be conducted for academic publication to establish any significant relationships between having an informal PCS mentor in the past (Section C) and the perception of being supported (four categories). It is anticipated that after initial analysis of each individual (dependant) variable, scores for each statement within the four 'perceptions of support' categories will then be summed to produce four total scores and OLS multivariate regression analysis shall be used to identify significant independent variables including 'being mentored' in the past. Subsequently, 'perceptions of being supported' scores shall be used as independent variables alongside 'being mentored' in the past to establish whether 'a constellation' of support (that incorporates mentoring – see van Emmerik, 2004b) affects an officials' intrinsic and extrinsic success in developing in PCS (Section E) or how officials deal with conflict and pressures (Section F). The above shall be presented in more detailed statistical research reports and academic publications to be developed. This section, however, shall present a gendered analysis of the top level findings in respect of perceptions of support.

D1 – Developing within PCS structures and committees

The first of the four 'perceptions of support' categories is support for developing within PCS structures and committees. Development and promotional prospects (and the increased salary that is usually associated with this) within a normal workplace based context is referred to as 'extrinsic career success' and is discussed in more detail in Section E. Whilst developing and taking on greater responsibility within PCS structures does not command greater remuneration (as lay posts are voluntary) many officials pursue development, particularly those with a strong civic sense of worth who feel that taking on more responsibility allows them to impact upon a larger collective; or alternatively those who thrive from the individual challenge or the authority that more responsibility brings. Either way development can act to motivate officials and is required to ensure decision making positions are filled. Thus support for development is essential but must not indirectly exclude certain groups which would result in a 'support disadvantage' and subsequently a lack of proportionality within more senior, decision making, posts. Table D1.1 below presents the responses to three statements relating to the support officials received in respect of developing within PCS structures and committees (see also corresponding Figure D1.1 – D1.3 in Appendix D).

Table D1.1 – Developing within PCS structures and committees

	Strongly disagree (%)	Disagree (%)	Neither agree nor disagree (%)	Agree (%)	Strongly agree (%)	Mean (α)
Overall, I feel that there is adequate support for me to progress in PCS structures						
Male	7	20	29	41	3	3.15
Female	9	23	30	35	3	3.01
Total	8	21	30	38	3	3.08
Opportunities to progress into other PCS roles or committees are easy to identify						
Male	4	23	35	34	4	3.10
Female	8	29	24	36	3	2.97
Total	6	26	29	35	4	3.03
Other PCS officials encourage me to progress into new PCS roles or committees						
Male	9	19	32	36	4	3.08
Female	9	18	27	38	8	3.19
Total	9	18	30	37	6	3.14

Overall, three out of ten respondents expressed disagreement that there was adequate support for them to progress within PCS structures, four out of ten expressed agreement. However, there does appear to be a considerable difference between the experiences of male and female officials, with men being considerably more likely to agree with this statement and women most likely to disagree. So overall women appear to be more likely to indicate that the support they received in respect of progressing in PCS structures was inadequate. Similarly, around four out of ten respondents expressed agreement, and three out of ten expressed disagreement that opportunities to progress into other PCS roles or committees were easy to identify. Whilst the level of agreement varied little between genders, disagreement was considerably higher for women (37 per cent) than for men (27 per cent). This perhaps illustrates a distinction being made between 'progressing in PCS structures' and 'progress into other PCS roles or committees', the latter generating the highest level of disagreement from female officials' which could either mean that:

a) they are physically receiving less support for progressing onto committees, or

b) they have a greater desire to move onto committees than into more senior 'union roles' and so the lack of support is more apparent.

Finally, Table D1.1 illustrates that the largest proportion of officials expressed agreement that other PCS officials encouraged them to progress into new PCS roles or committees. Whilst the level of disagreement did not vary by gender, the level of agreement did; female officials being more likely to agree (46 per cent) to this statement than men (40 per cent). In summary, whilst female officials were most likely to disagree that support for development was adequate or that opportunities to develop were easy to identify, they were most likely to agree that other PCS colleagues encouraged them to progress, perhaps indicating that they found formal PCS support for development less adequate or less available than their male counterparts and thus rely more heavily upon informal support and encouragement from colleagues. Alternatively, this apparently higher level of female satisfaction with the

encouragement received from colleagues may reflect lower expectations as a result of wider societal or workplace/paid career experiences.

D2 – Access to and encouragement of PCS training

Training is an essential component of development. It can enhance and expand soft skills as well as practical union skills possessed by officials, making them better prepared to undertake their roles, improving their confidence, enabling progression into other roles and is also a financial and symbolic investment by PCS which is indicative of the value they place in their officials. As such the extent to which officials experience support and encouragement in respect of training is essential. Table D2.1 documents responses to two statements made in relation to training; as can be seen, responses were more positive than those made about support for progression (Table D1.1).

Table D2.1– Access to and encouragement of PCS training

	Strongly disagree (%)	Disagree (%)	Neither agree nor disagree (%)	Agree (%)	Strongly agree (%)	Mean (α)
Opportunities to go on PCS training courses are easy to identify						
Male	4	12	19	56	9	3.55
Female	4	14	17	55	10	3.54
Total	4	13	18	56	10	3.55
Other PCS officials encouraged me to go on PCS training courses						
Male	6	18	27	42	7	3.26
Female	3	16	24	49	9	3.45
Total	5	17	25	46	8	3.36

Two thirds of all respondents indicated agreement that opportunities to go on PCS training courses were easy to identify, this differed little by gender. Just 17 per cent implied that training courses were not easy to identify. The majority (54 per cent) of respondents agreed that other PCS officials encouraged them to go on PCS training courses. However, similar to Table D1.1 above (support for development), Table D2.1 indicates that female officials were considerably more likely to agree or strongly agree that colleagues encouraged them onto PCS training courses. Almost 6 out of ten (58 per cent) women were in agreement where as just five out of ten (49 per cent) men were.

D3 – PCS support for your work-life balance

As highlighted in Chapter two (and discussed in more detail in Section F here), the voluntary nature of a trade union officials' role means that often they must undertake tasks outside of the normal working day, potentially resulting in 'conflict' with their home lives and difficulties in managing their work-life balance. This is particularly the case where officials are juggling paid employment, a trade union role as well as having considerable domestic (particularly childcare) responsibilities. As such the survey sought to identify the extent to which PCS considered work-life balance issues for their officials; respondents were asked to indicate their level of agreement to five statements relating to work-life balance and their union roles,

these are presented below in Table D3.1 (see also corresponding Figures D3.1 – D3.5 in Appendix D).

Table D3.1 – PCS support for officials' work-life balance

	Strongly disagree (%)	Disagree (%)	Neither agree nor disagree (%)	Agree (%)	Strongly agree (%)	Mean (α)
PCS meetings that I am expected to attend are usually held at convenient times for me						
Male	2	16	18	57	7	3.52
Female	4	12	15	61	8	3.58
Total	3	14	17	59	8	3.55
PCS meetings that I am expected to attend are usually held at convenient locations for me						
Male	3	22	18	48	10	3.40
Female	4	18	19	52	7	3.39
Total	3	20	19	50	8	3.40
PCS care about my ability to balance my union roles and family/home demands						
Male	3	12	46	35	4	3.25
Female	8	12	39	37	5	3.18
Total	5	12	43	36	4	3.22
PCS provide provisions for childcare arrangements when I need them to undertake my PCS						
Male	6	3	83	7	2	2.96
Female	3	6	81	8	2	2.99
Total	4	5	82	7	2	2.97
I would be more likely to pursue a more senior PCS post if I could 'job share' it with another PCS official						
Male	8	29	40	16	6	2.82
Female	8	32	37	17	6	2.83
Total	8	31	39	17	6	2.83

A large majority, over two-thirds, of respondents were in agreement that PCS meetings that they were expected to attend were usually held at convenient times for them. Women were most likely to agree with this statement, 69 per cent were in agreement in comparison to 64 per cent of men. Just 17 per cent overall disagreed. Though not as high as the timing of meetings, there was considerable agreement that meetings were held at convenient locations, almost six out of ten agreed. Again men were more likely to disagree with this statement than women. Less than a quarter disagreed overall. Despite this just four out of ten respondents agreed that PCS cared about their ability to balance their union roles and family/home demands, the largest proportion however (43 per cent) neither agreed nor disagreed. This could imply that officials were unaware of efforts made by PCS' in respect of work-life balance and thus PCS need to better publicise such facilities, or it could simply imply that it had not been an issue that a large proportion had encountered whilst undertaking their PCS role. Female officials were slightly more likely (20 per cent) to imply

that PCS didn't care about their ability to balance their union roles and family/home demands than male officials (15 per cent).

The vast majority, eight out of ten, respondents neither agreed nor disagreed that PCS provided provisions for childcare arrangements when they needed them to undertake PCS roles. One key reason is the relatively small proportion (36 per cent) of respondents having dependent children (see Table A8.1. in Section A). Around one in ten agreed that PCS provide provisions for childcare arrangements when they needed them to undertake PCS roles, and similarly around one in ten disagreed. Focussing solely on respondents with dependent children, 20 per cent either disagreed or strongly disagreed and 17 per cent agreed or strongly agreed, again the vast majority neither agreed nor disagreed, perhaps indicating that it had not been an issue or that they did not consider this to be the responsibility of PCS. Finally, officials were asked whether they would be more likely to pursue a more senior PCS post if they could 'job share' it with another PCS official. Responses varied little by gender, around four out of ten (39 per cent) expressed disagreement, four out of ten (39 per cent) neither agreed nor disagreed and around a quarter (23 per cent) expressed agreement. Even though this was the smallest group it is still a significant proportion. Furthermore, respondents with dependent children were considerably more likely to express agreement; 32 per cent of respondents with dependent children expressed agreement that they would be more likely to pursue a more senior PCS post if they could 'job share' it with another PCS official in comparison to just 17 per cent of respondents without dependent children.

D4 – Support for networks

Many authors (see for example; Clarke, 2011. de Vries, 2006. Noe, 1988. van Emmerik, 2004b) indicate that wider support networks are as, if not more, important to career development outcomes than mentoring *per se*. The survey sought to establish whether this was also the case for union officials. A union official's network often transcends many different levels, from colleagues within the same branch who, for example, might advice on workplace/branch level issues to more senior officials who have a wider view of the union as a whole or can offer broader perspectives and external views based upon their greater experience. Respondents were presented with two key statements about their union network and asked to indicate the extent to which they agreed or disagreed; results are documented in Table D4.1 below (see also corresponding Figures D4.1 and D4.2 in Appendix D).

Table D4.1 – Support for networks

	Strongly disagree (%)	Disagree (%)	Neither agree nor disagree (%)	Agree (%)	Strongly agree (%)	Mean (α)
I have easy access to senior PCS officials if I wanted to discuss how to develop in PCS						
Male	8	19	27	38	8	3.18
Female	7	25	22	36	9	3.15
Total	8	22	25	37	9	3.17
I have a well established network of colleagues I can go to for advice and support						
Male	2	10	14	54	20	3.79
Female	1	7	9	61	23	3.97
Total	2	8	11	57	22	3.88

Overall 46 per cent of PCS officials expressed agreement that they had easy access to senior officials if they wanted to discuss how to develop within the union; this varied little between male and female respondents. Three out of ten officials disagreed with this statement; women (32 per cent) expressed a slightly higher level of disagreement than men (27 per cent). However, when asked to what extent they agreed or disagreed with the statement "*I have a **well established network** of colleagues I can go to for advice and support*", female officials were considerably more likely to express agreement than their male counterparts. Eighty four per cent of female officials agreed in comparison 74 per cent of male officials. Overall, just 10 per cent of respondents indicated that they did not have a well established network, men making up the largest proportion of this group.

Again this gives further confidence in earlier assumptions made about female officials' use of 'informal support' i.e. whilst less likely to agree that PCS support of all kinds is available and adequate, it appears that they are most likely to have a wide network to draw upon informal support from colleagues. As a result, the survey sought to identify the gender composition of officials' support networks, from 'Nearly all male' to 'Nearly all female', illustrated in Table D4.2 (see also corresponding Figure D4.3 in Appendix D). The largest proportion, almost five out of ten, indicated that their network was either 'More male than female' or 'nearly all male'. Although men were more likely to have a majority male network (53 per cent) than women, the largest proportion of female officials (40 per cent) also had a majority male network. Just two out of ten (22 per cent) of female officials had a majority female support network and even fewer, 12 per cent of male officials had a majority female support network.

Table D4.2 – Gender of support networks

	Nearly all male (%)	More male then female (%)	About half male half female (%)	More female than male	Nearly all female (%)	Mean (α)
Gender of support network						
Male	19	34	37	10	2	2.43
Female	18	22	40	18	4	2.68
Total	18	28	38	14	3	2.55

x^2 = 12.352 d.f. (v) = 4 ρ = 0.015
Cramer's V = 0.016 ρ = 0.015

There was a significant association between gender of union official and the gender composition of their support network such that x^2 (4) = 12.352, ρ < 0.05 (Cramer's V = 0.016 as variable '*gender of support network*' has more than two categories).

Summary of section – Support for developing as a PCS official by gender

This section has identified officials' views of the level of developmental support they received; this included both formal and informal support within the four key areas of:

1) Developing within PCS **structures and committees**
2) Access to and encouragement of PCS **training**
3) **Work-life balance**, and
4) **Networks**

Overall, the most positive views expressed by officials were in respect of access to, and encouragement of, training by PCS. Two thirds agreed that opportunities to go on PCS training courses were easy to identify and just 22 per cent claimed that other officials did not encourage them to go on training courses. Positive attitudes towards PCS training was universal irrespective of gender. Similarly, officials were particularly positive about PCS' consideration for work-life balance issues in respect of the everyday responsibilities incorporated in union roles. Almost seven out of ten respondents agreed that PCS meetings were held at convenient times and almost six out of ten indicated that that they were held at convenient locations. Women were most likely to indicate that this was the case. Overall there was a general sense that PCS did care about the conflict that officials experienced with their home life.

Perhaps the most interesting result in respect of gender, comes from combining general findings across all Tables in Section D. Whilst Table D1.1 indicates that women were most likely to disagree that they felt they had adequate support to develop in PCS structures or onto PCS committees, it also demonstrates that female officials are most likely to receive encouragement to progress. Furthermore, Table D2.1 shows that they are also more likely to receive encouragement to go on training courses and Table D4.1 shows them to be more likely to have a well established network of colleagues that they can go to for advice and support. Finally, Table D4.2 finds that although women were considerably more likely than men to have a majority female network the largest proportion had either majority male (four out of ten) or about half male and half female (four out of ten).

To broadly summarise, female officials were more likely to feel unsupported by PCS in their development, however they were more likely to indicate that PCS colleagues encouraged them in their development and are more likely to have 'well established networks'. This

apparent inconsistency might be explained in part by how support for officials is provided and defined. It could be that in encountering a lack of formal PCS support female officials are more likely to pursue informal support through personal relationships with colleagues and so do not define this as 'PCS support' as it came about as a result of their own, as opposed to PCS', efforts. Where personal networks are developed these are most likely to be with male officials (or half male and half female) despite a majority of officials being female.

D5 – Support for developing as a PCS official by experience of being mentored

As highlighted in the introduction of this report, this section has focused predominantly upon the difference (or similarities) of responses by gender in respect of the developmental support PCS officials received. In other words, it has identified similarities and differences of experiences between male and female officials with regards to support for their development. However, as documented in Section C (see Table C1.1 in text, and Table C1.2 in Appendix C), officials were asked:

> "*Is there someone in particular within PCS that you believe has acted as a mentor to you, helping you to develop?*"

This therefore creates two independent samples; those whom had NO experience of being mentored informally by a colleague within PCS (0=Non Mentored), and those that did (1=Mentored). This short section (Table D5.1) therefore seeks to establish whether officials whom had experience of being informally mentored expressed different views/level of agreement to those with no experience of being mentored; in respect of how they perceived the level of support they received within their PCS roles. How an individual views the support an organisation provides them can impact directly upon their performance, commitment to that organisation, satisfaction within their role and many other positive outcome indicators. Hence, establishing whether officials who have had an informal PCS mentors in the past exhibit different levels of agreement to those that have not in terms of support received is important (whilst not implying causality) in making the case for the introduction of a more widespread, national, mentoring programme. Table D5.1 below therefore documents the results of Independent Sample T-Tests conducted on all the test statements within the four key categories of developmental support:

1) Developing within PCS structures and committees
2) Access to and encouragement of PCS training
3) Work-life balance, and
4) Networks

Non-mentored (0) and mentored (1) was used as the grouping variable for the tests. Columns within Table D5.1 report the statements presented to officials (support indicator) to which they expressed a degree of agreement or disagreement. For each statement the mean score (1=Strongly disagree, 2=Disagree, 3=Neither agree nor disagree, 4=Agree, 5=Strongly agree) is presented for respondents with no experience of being informally mentored by a PCS colleague in the past and the mean score for those that had (Standard Deviations in parentheses). The Levene's test for Equality of Variances is then presented to establish the significance of the difference between the variances, the respective T-Test statistic is them presented depending upon the significance of Levene's test ($p<0.05$ or $p>0.05$). For presentational purposes stars have been used to indicate the statistical significance of the independent samples T-test statistic such that * $p<0.10$, ** $p<0.05$, *** $p<0.01$, **** $p<0.001$. However, the actual ρ value for each test is documented in Table D5.2 in Appendix D; furthermore the effect size is presented in Table D5.2 in the form of Cohen's d ($\hat{d}$), using the calculation:

Effect size = $\hat{d} = \frac{\bar{X}_{\text{Mentor}} - \bar{X}_{\text{Non Mentor}}}{SD_{\text{Non Mentor}}}$

Table D5.1 – Experience of a PCS Mentor and perceptions of support – Independent Sample T-Test

			Levene's test		
Support indicator	**Non mentored $\bar{X}$ (SD)**	**Mentored $\bar{X}$ (SD)**	**F**	**Significance (ρ)**	**T- test statistic**
D1 – Developing within PCS structures and committees					
Overall, I feel that there is adequate support for me to progress in PCS structures	2.85 (1.02)	3.22 (0.98)	0.004	0.949	-3.780****
Opportunities to progress into other PCS roles or committees are easy to identify	2.81 (1.03)	3.18 (0.96)	0.277	0.599	-3.894****
Other PCS officials encourage me to progress into new PCS roles or committees	2.80 (1.07)	3.34 (1.01)	1.005	0.317	-5.407****
D2 – Access to and encouragement of PCS training					
Opportunities to go on PCS training courses are easy to identify	3.42(1.00)	3.63 (0.91)	5.623	**0.018**	-2.292**
Other PCS officials encouraged me to go on PCS training courses	3.03 (1.04)	3.57 (0.91)	4.668	**0.031**	-5.586****
D3 – PCS support for your work-life balance					
PCS meetings that I am expected to attend are usually held at convenient times for me	3.42 (0.98)	3.62 (0.88)	6.313	**0.012**	-2.178**
PCS meetings that I am expected to attend are usually held at convenient locations for me	3.30 (1.05)	3.46 (0.96)	4.164	**0.042**	-1.668*
PCS care about my ability to balance my union roles and family/home demands	3.16 (0.83)	3.25 (0.95)	7.690	**0.006**	-1.090
PCS provide provisions for childcare arrangements when I need them to undertake my PCS	2.91 (0.51)	3.00 (0.63)	0.203	0.653	-1.531
I would be more likely to pursue a more senior PCS post if I could 'job share' it with another PCS official	2.81 (1.02)	2.83 (0.98)	0.605	0.437	-0.222
D4 – Support for networks					
I have easy access to senior PCS officials if I wanted to discuss how to develop in PCS	2.92 (1.10)	3.34 (1.07)	1.116	0.291	-3.992****
I have a well established network of colleagues I can go to for advice and support	3.54 (0.98)	4.12 (0.76)	29.210	**0.000**	-6.702****

Statistical significance *0.10, **0.05, ***0.01,**** 0.001

Table D5.1 illustrates that, on average, respondents who had been mentored by a PCS colleague in the past were more likely to indicate that the level of support they received was adequate. The mean ($\bar{X}$) average for those who had experience of an informal PCS mentor was higher than those who had no experience of being mentored for all statements in Table D5.1. For all statements within the 'Developing within PCS structures and committees' category the mean difference for all three statements was significant to the $\rho<0.001$ level; there are also substantial (medium) effect sizes indicated in Table D5.2 in Appendix D. Similarly, for both statements within the 'Support for networks' category the mean difference was significant to the $\rho<0.001$ with medium effect sizes.

In respect of access to and encouragement of PCS training, respondents with PCS mentors were more likely to agree that opportunities to go on PCS training courses were easy to identify, the difference between those with and those without mentors was significant ($\rho=0.022$). Moreover, there was a highly significant difference ($\rho<0.001$) in the level of agreement with the statement 'Other PCS officials encouraged me to go on PCS training courses' between respondents without and respondents with a PCS mentor. This might indicate that mentors discuss training opportunities and encourage mentees to attend. The support category where the difference in agreement between those with and those without an informal PCS mentor was lowest was support for work-life balance. As can be seen from Table D5.1 a high proportion of respondents agreed with all the statements relating to work-life balance irrespective of whether the respondent had a PCS mentor in the past or not. Although mean responses for officials with PCS mentors were always higher than those without, this difference was rarely significant. Out of the five statements in this category, two indicated a small significance in the difference between the mean; these were "*PCS meetings that I am expected to attend are usually held at convenient times for me" ($p=0.03$) and "PCS meetings that I am expected to attend are usually held at convenient locations for me" (p*=0.096).

In summary, officials who have, or have had, an informal PCS mentor were significantly more likely to express agreement to all statements related to their development within PCS **structures and committees**; this included feeling adequately supported, ease of identifying opportunities to progress and receiving encouragement to progress into new roles and committees. Similarly, those with informal PCS mentors expressed (highly) significantly more positive views in respect of their access to **networks**; including access to senior PCS officials and possessing a well established network of colleagues to go to for advice and support. Furthermore, in respect of **training** those with mentors were significantly more likely to indicate that opportunities to go on PCS training courses were easy to identify and other PCS officials encouraged them to go on PCS training courses. Finally, there was less difference between the views of respondents with and without mentors in respect of work-life balance. Overall, positive views were expressed by all irrespective of having a mentor or not. However, out of the five statements within this category, two generated significantly difference responses; first, that PCS meetings were held at convenient times and second that they were held at convenient locations; this was more likely to be the case when an officials had had an informal PCS mentor.

This section has focussed upon perceived levels of support received by PCS officials; these fell into the four categories of 1) Developing within structures and committees, 2) Access to and encouragement of training; 3) Work-life balance; and 4) Networks. The following section however, Section E, shall identify subjective and objective outcomes as a result of being a PCS official; these can be described as positive outcome indicators.

Section E – PCS officials and intrinsic and extrinsic success

There are many measures of individual outcome within the traditional (paid) workplace environment. These include for example job performance, productivity and job satisfaction. Van Emmerik (2004a) describes outcomes as either negative (addressed in Section F) or positive (addressed in this Section). According to van Emmerik (2008) there are two distinct forms of positive outcome; first, objective career outcomes (comparable to extrinsic success in van Emmerik, 2004b) and second, subjective career outcomes (comparable to intrinsic success). Objective career outcomes typically refer to promotion and remuneration, for example the satisfaction generated from a higher salary or promotion. This outcome might be assumed to be less relevant in the case of PCS officials; first because they are unpaid, volunteer officials; and second it could be argued that they undertake this role due to a sense of civic (collective) concern as opposed to individualistic gain. Furthermore, hierarchy is not defined in the traditional sense; as a democratic institution those within more senior union positions are answerable to those on the shop floor; the membership. However, this is not to say that some might gain personal satisfaction from the feeling of developing within the union structures or gaining individual satisfaction from taking on greater responsibility which enables them to generate benefits for a wider collective.

Whereas objective career outcomes relate to extrinsic factors such as pay and physical promotion, subjective career outcomes relate to intrinsic factors (an internal/ subjective interpretation) such as career satisfaction, commitment to ones career or development, job satisfaction, commitment to the organisation and thus reduced turnover intentions (see also Allen *et al*, 2004). Therefore, the survey sought to identify PCS Officials' levels of satisfaction with both extrinsic and intrinsic career outcomes. There were three main reasons for this:

1. To audit and broadly comment on the levels of satisfaction experienced by PCS officials so as to advise the union on areas where they were doing well, and those where they were doing less well.

2. To identify groups who were least and most likely to express satisfaction

3. To identify (independent) variables which contributed to levels of satisfaction

E1 – Extrinsic/objective success within PCS structures

The ease and speed at which an individual is able to develop within their organisation is an 'objective outcome' and can impact upon extrinsic satisfaction. Interviews with PCS prior to piloting the survey indicated that this was also likely to be the case with some union officials. Respondents were therefore asked to what extent they agreed or disagreed that they were 'happy with the speed' at which they had developed within PCS to date. Results are documented in Table E1.1 below (see corresponding Figure E1.1, in Appendix E).

Table E1.1 – Extrinsic success within PCS structures

	Strongly disagree (%)	Disagree (%)	Neither agree nor disagree (%)	Agree (%)	Strongly agree (%)
I am happy with the speed at which I have developed within PCS so far					
Male	1	12	29	44	14
Female	4	9	20	55	12
Total	3	10	25	50	13

Overall, just over six out of ten respondents were in agreement that they were happy with the speed at which they had developed within the union; however this did vary by gender. Over two thirds (67 per cent) of female officials indicated satisfaction at the speed in which they had developed whereas this fell to just 58 per cent for male officials. Male officials were considerably more likely than female officials to neither agree nor disagree with this statement. Overall though, just 13 per cent disagreed. In summary then, overall a large majority of officials indicated satisfaction at the speed at which they had developed within the union, although a considerably higher proportion of women than men expressed agreement. This in no way implies that women were more likely to develop than men, but rather that they were happy at the speed at which they had developed which could be the result of a number of factors including a lower expectation of the rate at which they could develop as a result of past experiences and wider societal norms. Alternatively, as highlighted in Section D, female officials were least likely to agree that they received adequate support from PCS but most likely to receive encouragement from colleagues and most likely to have a well established network. This implies that informal support and networks might result in greater extrinsic success as measured by being happy with the speed at which they have developed within PCS.

E2 – Intrinsic/subjective success within PCS structures

As highlighted above, the survey focussed predominantly upon intrinsic satisfaction (subjective outcomes) due to the role of union officials and a reduced number of practical extrinsic/objective outcomes as a result of the absence of remuneration. Moreover, there is evidence to suggest (Emmerik 2008 for example) that subjective career outcomes have a greater effect on overall satisfaction. Table E1.1 below presents extremely positive findings in respect of the level of satisfaction with subjective outcomes experienced by both male and female officials. In fact, one of the most distinctive findings is the lack of difference between male and female responses. This is also illustrated graphically in Figures E2.1 to E2.5 in Appendix E.

Table E2.1 – Subjective outcomes from union role

	Strongly disagree (%)	Disagree (%)	Neither agree nor disagree (%)	Agree (%)	Strongly agree (%)
I feel proud to be a PCS official					
Male	1	2	13	41	42
Female	1	0	11	47	41
Total	1	1	12	**44**	**42**
I feel confident in the PCS role(s) I undertake					
Male	0	7	9	56	27
Female	2	6	11	56	24
Total	1	7	10	56	26
I am currently happy in my PCS role(s)					
Male	3	10	11	54	**23**
Female	3	6	9	52	**30**
Total	3	8	10	53	27
I feel adequately prepared in the PCS role(s) I undertake					
Male	1	9	17	55	17
Female	2	12	17	53	16
Total	2	11	17	54	17
Overall, I am happy with the direction of PCS' national agenda					
Male	4	19	16	42	19
Female	3	12	18	52	16
Total	4	15	17	47	18

The subjective outcome that received the most positive response was '*I feel proud to be a PCS official*'. Overall 86 per cent of respondents either agreed or strongly agreed with this statement with female officials exhibiting slightly higher levels of agreement than male officials (88 per cent and 83 per cent respectively). An extremely small proportion (just one in ten) disagreed with this statement. Overall, around eight out of ten respondents indicated that they felt confident in their union role(s) and just eight per cent did not; figures varied little by gender. Similarly, eight out of ten respondents indicated that they were happy in their union role, though in this case female officials exhibited the greatest level of agreement; 82 per cent of female officials expressed agreement in comparison to 77 per cent of males; and just nine per cent of females expressed disagreement with this statement in comparison to 13 per cent of males. Seven out of ten officials felt adequately prepared for their union role, though men exhibited a slightly higher level of agreement than women (72 per cent and 69 per cent respectively) Female officials were most likely to indicate that they did not feel adequately prepared in their union role(s). Fourteen per cent indicated this to be case in comparison to 10 per cent of male respondents. The statement that gained the lowest level of agreement (and higher levels of disagreement) was '*Overall, I am happy with the direction of PCS' national agenda*'. Female officials were more likely to express agreement than men, 68 per cent of female officials expressed agreement in comparison to 61 per cent of male officials. Correspondingly, men were most likely to either disagree or strongly disagree; 23 per cent of male respondents in comparison to just 15 per cent of females.

In summary, all statements indicative of intrinsic satisfaction generated high levels of agreement from respondents which is encouraging for PCS. There is evidence to suggest that officials were satisfied in the roles that they undertook. Findings indicate that overall levels of satisfaction varied little by gender. Where they did vary, female officials were slightly more likely to feel proud to be a PCS official, to be happy in their PCS role and to be happy with the direction of PCS' national agenda. Men were most likely to feel confident and adequately prepared.

E3 – Desire to progress within PCS structures

Finally within this section, the survey posed statements which sought to identify the extent to which officials wanted to further develop (extrinsically) within PCS. For clarity, as opposed to commenting upon their satisfaction with objective outcomes, they were commenting on the extent to which they desired further objective outcomes; these are presented in Table E3.1 below (see also corresponding Figures E3.1 and E3.2 in Appendix E). Please note that, again, the top level figures presented here compare male and female responses, however further analysis for publication shall test whether having an informal mentor in the past affected ones propensity to 'want to further develop'.

Table E3.1 – Desire to progress within PCS structures

	Strongly disagree (%)	Disagree (%)	Neither agree nor disagree (%)	Agree (%)	Strongly agree (%)
I would like to become more involved in PCS committees					
Male	7	26	34	25	9
Female	5	28	33	19	15
Total	6	27	34	22	12
I would like to take on a more senior position in PCS					
Male	8	32	26	23	12
Female	5	33	30	16	16
Total	6	32	28	20	14

Table E3.1 illustrates that, in respect of a desire to develop within union structures, respondents were relatively evenly distribution. For example responses to the first statement, '*I would like to become more involved in PCS committees*' were split almost exactly with a third expressing disagreement, a third neither agreed nor disagreed and a third expressing agreement. Although male and female 'agreement' was identical, female respondents were more likely to 'strongly agree'. The largest proportion, almost four out of ten respondents, indicated that they did not want to take on a more *senior position* within the union. Though the difference between men and women was relatively small, men were most likely to strongly disagree with this statement. Extremely positive for PCS was that a third of respondents agreed that they would like to take on a more senior position within the union. Men were slightly more likely to express either agreement or disagreement, where as women were more likely to neither agree nor disagree.

Overall these findings are encouraging for PCS as they indicate that around a third of officials do want to progress within the union, taking on more responsibilities or becoming

more involved in decision making committees. Moreover, this was the case for both male and female officials, indicating that the union does not have a 'supply side' deficit when it comes to individuals wishing to progress their union careers.

Summary of section – PCS officials and intrinsic and extrinsic success

Respondents were more likely to experience subjective union career outcomes, intrinsic satisfaction, than objective union career outcomes, extrinsic satisfaction. Extremely high levels of agreement were reported for all intrinsic satisfaction statements and there was strong evidence to suggest that officials were satisfied in the roles that they undertook irrespective of gender. Where slight differences in intrinsic satisfaction were reported, female officials were more likely to feel proud to be a PCS official, to be happy in their PCS role and to be happy with the direction of PCS' national agenda. Men were most likely to feel confident and adequately prepared. Extrinsic satisfaction was also high (though lower than intrinsic satisfaction), with very few officials indicating that they were not satisfied with the speed they had developed (male or female). Female officials were more likely to indicate satisfaction at the speed at which they had developed. Finally, around a third of both male and female officials expressed a desire to progress within PCS (either within the structures or decision making committees) indicating the presence of a substantial supply of experienced officials willing to take on greater responsibilities within the union and develop into more senior posts.

E4 – Intrinsic and extrinsic success by experience of being mentored

As highlighted in the introduction of this report, this section has focused predominantly upon the difference (or similarities) of responses by gender in respect of positive outcome indicators experienced by officials. In other words it has identified similarities and differences of experiences between male and female officials with regards to Extrinsic (objective) and intrinsic (subjective) success within PCS structures and their desire to progress within PCS structures. However, as documented in Section C (see Table C1.1 in Section C, and Table C1.2 in Appendix C), officials were asked:

> "*Is there someone in particular within PCS that you believe has acted as a mentor to you, helping you to develop?*"

This therefore creates two independent samples; those whom had NO experience of being mentored informally by a colleague within PCS (0=Non Mentored), and those that did (1=Mentored). This short section (Table E4.1) therefore seeks to establish whether officials whom had experience of being informally mentored expressed different views/level of agreement to those with no experience of being mentored; in respect of extrinsic and intrinsic success and desire to progress. Hence, establishing whether officials who have had an informal PCS mentors in the past exhibit different levels of agreement to those that have not, in terms of positive outcome indictors, contributes to the justification of a more widespread, national, mentoring programme. Table E4.1 below therefore documents the results of Independent Sample T-Tests conducted on all the test statements relating to the three key (positive outcome indicator) categories of:

1. Extrinsic/objective success within PCS structures
2. Intrinsic/subjective success within PCS structures
3. Desire to progress within PCS structures

Not mentored (0) and mentored (1) was used as the grouping variable for the tests. Columns within Table E4.1 report the statements presented to officials (positive outcome indictors) to

which they expressed a degree of agreement or disagreement. For each statement the mean score (1=Strongly disagree, 2=Disagree, 3=Neither agree nor disagree, 4=Agree, 5=Strongly agree) is presented for respondents with no experience of being informally mentored by a PCS colleague in the past and the mean score for those that had (Standard Deviations in parentheses). The Levene's test for Equality of Variances is then presented to establish the significance of the difference between the variances, the respective T-Test statistic is them presented depending upon the significance of Levene's test (ρ <0.05 or ρ>0.05). For presentational purposes stars have been used to indicate the Statistical significance of the independent samples T-test statistic such that * ρ<0.10, ** ρ<0.05, *** ρ<0.01, **** ρ<0.001. However, the actual p value for each test is documented in Table E4.2 in Appendix E; furthermore the effect size is also presented in Table E4.2 in the form of Cohen's d ($\hat{d}$), using the calculation:

Effect size = $\hat{d} = \frac{\bar{X}_{\text{Mentor}} - \bar{X}_{\text{Non Mentor}}}{SD_{\text{Non Mentor}}}$

Table E4.1 – <u>Informal PCS Mentor and positive outcome indicators – Independent Sample T-Test</u>

			Levene's test		
Positive Outcome Indicator	**Non mentored $\bar{X}$ (SD)**	**Mentored $\bar{X}$ (SD)**	**F**	**Significance (ρ)**	**T- test statistic**
E1 – Extrinsic/objective success within PCS structures					
I am happy with the speed at which I have developed within PCS so far	3.33 (1.00)	3.76 (0.86)	12.517	**0.000**	-4.728****
E2 – Intrinsic/subjective success within PCS structures					
I feel proud to be a PCS official	4.11 (0.84)	4.33 (0.76)	.078	.780	-2.923***
I feel confident in the PCS role(s) I undertake	3.90 (0.93)	4.06 (0.80)	4.157	**0.042**	-1.899*
I am currently happy in my PCS role(s)	3.73 (0.97)	4.03 (0.96)	1.556	.213	-3.167***
I feel adequately prepared in the PCS role(s) I undertake	3.65 (0.95)	3.80 (0.88)	4.609	**0.032**	-1.705*
Overall, I am happy with the direction of PCS' national agenda	3.40 (1.14)	3.74 (0.98)	13.686	**0.000**	-3.318****
Mean subjective score (mean of 5 above statements)	3.76 (0.69)	3.99(0.64)	1.960	0.162	-3.682****
E3 – Desire to progress within PCS structures					
I would like to become more involved in PCS committees	2.98 (1.07)	3.11 (1.10)	0.257	0.613	-1.219
I would like to take on a more senior position in PCS	2.93 (1.12)	3.08 (1.17)	0.563	0.454	-1.408

Statistical significance *0.10, **0.05, ***0.01,**** 0.001

Table E4.1 indicates that there were significant differences in the views expressed by officials that had, or have had, an informal PCS mentor and those that did not. Typically, those with experience of being informally mentored expressed the most positive views in respect of intrinsic and extrinsic satisfaction. There was only one statement to represent extrinsic satisfaction, whether the respondent was happy with the speed at which they had developed within PCS to date. There was a highly significant difference ($\rho<0.001$) between the extent of agreement between officials who had been mentored informally by a PCS colleagues and those whom had not (highest effect size, d=0.42). Similarly, on average officials who had had an informal PCS mentor were more likely to experience intrinsic success as a result of their PCS roles – this was the case for all five intrinsic indicators. A highly significant difference ($\rho<0.001$) was recorded for the level of happiness with the direction of PCS' national agenda. Very significant differences ($\rho<0.01$) were recorded for feeling proud to be a PCS official and feeling happy in ones PCS role(s). Those with informal PCS mentors were also significantly more likely ($\rho<0.05$) to feel confident and adequately prepared in their union roles. Finally, these five intrinsic success indicators have been averaged to give a total intrinsic success score to all respondents. As can be seen the intrinsic mean success score is significantly ($\rho<0.001$) different between those who had an informal PCS mentor and those whom had not. Those with a mentor exhibiting a significantly higher intrinsic success score.

To summarise, officials who indicated that they had been informally mentored by another PCS colleague were significantly more likely to agree that they possessed both extrinsic and intrinsic satisfaction in their PCS role. The largest effect size related to the satisfaction with the speed in which officials had developed within PCS structures (extrinsic). Responses linked to intrinsic satisfaction also differed significantly between non-mentored and mentored officials; mentored official were significantly more likely to indicate that they felt proud to be a PCS official; felt confident in their PCS role(s); were happy in their PCS role(s); felt adequately prepared; and were happy with the direction of PCS' national agenda. Despite this there was NOT a significant difference in responses between non-mentored and mentored officials in respect of a desire to progress within PCS. In other words mentored and non-mentored officials equally wanted to progress and develop within the union. This is an interesting finding as it implies that even though non-mentored officials were less likely to feel adequately supported by PCS (Section D), and were less likely to experience extrinsic or intrinsic satisfaction within their PCS role (Section E), they were still as likely to want to progress within the union as those with informal mentors.

This section has focussed upon subjective and objective outcomes of PCS officials; these can be described as positive outcome indicators. The following section however, Section F, shall identify the extent to which officials experienced negative outcome indicators; these can be broadly categorised as 'Varieties of conflict' and 'Symptoms of emotional exhaustion'.

Section F – Conflicts and pressures faced by PCS officials

This section within the questionnaire sought to identify the extent to which negative outcome indicators were experienced by respondents. Two broad negative outcome themes were identified and form the basis of the next two subsections; the first is entitled 'Varieties of conflict' and the second 'Symptoms of emotional exhaustion'. The former, varieties of conflict, focuses upon the extent to which PCS officials experienced three different types of conflict as a result of their union activities. The first is quantitative conflict which emphases time conflict as a result of doing too much or too many different activities. The second is qualitative conflict which is conflict, not caused by doing too much, but rather by someone feeling that the skills or knowledge they possess is inadequate in respect of the roles they have been asked to undertake. And the third, and final, form of conflict is role conflict whereby conflicting roles (i.e. as a manager and a union official) leads to either physical or psychological conflict. The second thematic subsection identifies the extent to which respondents experienced various symptoms of emotional exhaustion (see Maslach *et al*., 1996 – Burnout Inventory) as a result of undertaking union work on top of managing their work life and home life. Further analysis for publication shall, not only, establish the extent to which the three varieties of conflict have been experienced by officials but also highlight the effect each had upon symptoms of emotional exhaustion. It is possible that one kind of conflict which is greatly experienced by officials had little effect upon symptoms of emotional exhaustion whereas another which was experienced to a lesser extent had a considerable impact.

F1 – Varieties of conflict

As highlighted above, this subsection identifies the extent to which officials experienced three different types of conflict; quantitative, role and qualitative. Table F1.1 below documents responses to three statements which are indicative of varieties of quantitative conflict, as experienced through time pressure within different aspects of life (see also corresponding Figures F1.1 – F1.3). The three statements sought to identify the extent to which respondents **OFTEN** experienced time conflict between their:

a) *Union role and paid work life*
b) *Paid work life and family/home life*[3]
c) *Union role and family/home life*

[3] The term 'family/home life' was used for clarity for individuals who had no wider family

Table F1.1 – Quantitative (time) conflict

	Strongly disagree (%)	Disagree (%)	Neither agree nor disagree (%)	Agree (%)	Strongly agree (%)	Mean (α)
Conflict between the time I devote to my PCS role and the time I devote to my (paid) work life						
Male	6	31	22	32	9	3.08
Female	6	30	17	36	11	3.15
Total	6	31	20	34	10	3.11
Conflict between the time I devote to my paid employment and the time I devote to my family/home life						
Male	6	35	29	22	9	2.93
Female	9	37	23	23	8	2.85
Total	8	36	26	23	9	2.89
Conflict between the time I devote to my PCS role and the time I devote to my family/home life						
Male	10	38	22	25	5	2.77
Female	11	44	20	19	6	2.65
Total	11	41	21	22	6	2.71

The most frequently experienced form of quantitative conflict was between the time devoted to union roles and the time devoted to paid employment; 44 per cent of all respondents agreed that they experienced such time conflict. Female officials were more likely (47 per cent) to experience this form of time conflict than male officials (41 per cent). However, women were least likely to indicate that they experienced time conflict involving their family/home life. The largest proportion of all respondents (42 per cent) expressed disagreement that they experienced conflict between the time they devoted to paid employment and the time devoted to family/home life; women were least likely to agree that this was the case (46 per cent of women disagreed compared to 41 per cent of men). Three out of ten respondents claimed that they did experience such quantitative conflict, though this varied little between genders. Time conflict between PCS roles and family/home life was even less common, furthermore women were considerably less likely to experience such conflict than men. Fifty-five per cent of all women expressed disagreement with this statement in comparison to just 48 per cent of men; similarly whilst just 25 per cent of women expressed agreement, 30 per cent of men did so.

Whereas quantitative conflict refers to time pressures that emerge as a result of 'doing too much', role conflict refers to inconsistent physical or psychological expectations created by undertaking two **potentially contradictory roles**; in this case one's role as a paid employee (and possibly a manager or supervisor) and concurrent role as a union official (see Table F1.2 below and corresponding Figure F1.4 in Appendix F).

Table F1.2 – Role conflict

	Strongly disagree (%)	Disagree (%)	Neither agree nor disagree (%)	Agree (%)	Strongly agree (%)	Mean (α)
I often feel conflicted between my role as a paid employee and my desire to do what is best for my PCS members						
Male	16	38	17	23	5	2.62
Female	11	36	19	25	10	2.86
Total	14	37	18	24	7	2.74

Respondents were asked to indicate to what extent they agreed or disagreed with the following statement:

> *"I often feel conflicted between my role as a paid employee and my desire to do what is best for my PCS members"*

Half of all respondents disagreed with this statement whilst three in ten were in agreement. Men were most likely to express disagreement, 54 per cent in total compared to 47 per cent of women. Similarly, a higher proportion of female officials experienced this form of role conflict; 35 per cent in comparison to just 28 per cent of male officials. The final form of conflict the survey sought to identify was qualitative in nature which refers specifically to conflict generated by feeling unprepared or not having the skills, training or experience to undertake a role. To identify this, officials were asked to what extent they disagreed or agreed that they often felt un-prepared or not confident when undertaking their PCS role. Out of all types of conflict addressed by the survey, this generated the lowest level of agreement and highest level of disagreement, implying that it was the least experienced by PCS officials. This is documented in Table F1.3 below (see also corresponding Figure F1.5 in Appendix F), which is similar to findings presented in Section E (Table E2.1) where just 13 per cent indicated that they did not feel adequately prepared in their PCS role(s).

Table F1.3 – Qualitative conflict

	Strongly disagree (%)	Disagree (%)	Neither agree nor disagree (%)	Agree (%)	Strongly agree (%)	Mean (α)
I often feel un-prepared or not confident when undertaking my PCS role						
Male	16	48	22	12	1	2.33
Female	15	45	25	14	2	2.44
Total	**16**	**47**	24	13	2	2.38

The largest proportion of respondents represented by Table F1.3 above, more than six out of ten, expressed disagreement in respect of having experienced qualitative conflict; just 15 per cent indicated that they did experience it. Women were only slightly more inclined to indicate that they felt unprepared or not confident, implying no significant relationship between gender and confidence. In total just 66 respondents expressed agreement that they often felt unprepared or not confident. Table F1.4 in Appendix F indicates that this had little to do with age but rather was directly related to the number of years the respondent had held a PCS

post; i.e. seven out of ten respondents experiencing qualitative conflict had been officials for less than five years.

Summary of section – Varieties of conflict

Out of the three varieties of conflict, quantitative (time/workload) was experienced most frequently by both male and female officials; this was followed by role conflict and the least frequently experienced was qualitative conflict. Where quantitative conflict was experienced it was most likely to be time conflict between the respondents' union role and their paid employment. Around four out of ten officials experienced such conflict and it was most likely to be encountered by women. Around three out of ten respondents experienced some quantitative conflict with their home lives, either as a result to the time they devoted to their paid employment or their union roles. However, both these forms of quantitative conflict were experienced less by women than by men. This is not to imply an absence of such time conflict, rather that female respondents might be less likely to define it as conflict or be better able to deal with it. For example, societal construction of gendered roles and patriarchal norms often results in women's concentration within domestic work. As such;

c) These experiences might mean that they were better able to deal with domestic and family related matters and so experience LESS conflict.

d) These experiences might have better familiarised them with the potential time conflicts that they would be likely to face prior to taking on a union role and so were better prepared to deal with it when it emerged, resulting in them not defining it as conflict.

About three in ten officials experienced role conflict; this incorporated a slightly higher proportion of women than men. Qualitative conflict was experienced least by all officials implying that the vast majority did not feel unconfident or poorly prepared in their roles. Where this was the case, this had little to do with gender or age and was instead related specifically to the level of experience possessed by officials which has implications for where the union should target its training and support efforts.

F2 – Symptoms of emotional exhaustion

Using moderated regression analyses on data from 1,320 university faculty members, van Emmerik (2004a) examined the effect of adverse working conditions on university staff and the occurrence of negative employee outcomes. Van Emmerik (2004a) argues that the nature of academic jobs leads to staff members being disproportionally affected by all three forms of conflict outlined in Section F1 above which subsequently results in a higher levels of stress and burnout of university faculty members. For example, increasing pressure for academics to be more productive (Altbach, 1995; Gillespie et al., 2001) is illustrative of quantitative conflict. Lack of support, training and adequate preparation for the varied roles undertaken by academic staff is indicative of qualitative conflict. And finally role conflict and a lack of role clarity are also apparent as academic faculty juggle multiple role obligations, such as the combination of educational, research and administrative tasks (Blaxter et al. 1998). Van Emmerik (2004a: 361 in reference to Blaxter et al., 1998) therefore suggests that academic staff are particularly prone to dissatisfaction and burnout. Similarly, as highlighted in Section F1 above, union officials, to varying degrees, experience these forms of conflict and so it is rational to assume might also experience dissatisfaction and burnout.

One key dimension of burnout is emotional exhaustion which refers to feelings of being overextended and drained from one's emotional resources. Maslach developed a 'Burnout

Inventory' (Maslach et al., 1996) incorporating an 'emotional exhaustion scale' consisting of six items which were added to the survey. Respondents were asked to indicate the extent to which they agreed or disagreed that:

> "*Undertaking union work on top of managing my work life and my home life regularly leaves me ...*"

This was followed by the six statements presented in Table F2.1 below (see also corresponding Figures F2.1 – F2.6 below and in Appendix F). Although the headline statement above (*Undertaking union work on top of ...)* tried to encourage respondents to identify emotional exhaustion symptoms as a result of their union work on top of other aspects of their lives, it is accepted that direction of causality cannot be assumed, and that there might be other aspects contributing to emotional exhaustion as opposed to conflicts with union work. A descriptive summary of the top level findings is presented in this document; however, further analysis shall be conducted for publication; this is likely to incorporate combining the individual symptoms presented in Table F2.1 below to generate an overall 'emotional exhaustion score'. This score shall be used as the (interval) dependent variable and Ordinary Least Squares (OLS) multivariate regression shall be conducted using the three different forms of conflict from Section F1 above as the independent variables. Other factors, including whether the officials had an informal PCS mentor in the past shall also be added to the model as independent variables.

Table F2.1 – Symptoms of emotional exhaustion

	Strongly disagree (%)	Disagree (%)	Neither agree nor disagree (%)	Agree (%)	Strongly agree (%)	Mean (α)
Feeling 'used up' at the end of the day						
Male	7	26	22	38	7	3.12
Female	5	36	24	26	10	3.00
Total	6	31	23	32	8	3.06
Feeling emotionally drained						
Male	7	30	23	34	5	3.01
Female	6	32	24	29	9	3.03
Total	7	31	24	32	7	3.02
Feeling I'm working too hard						
Male	7	28	30	29	6	2.99
Female	4	32	30	24	10	3.05
Total	5	30	30	27	8	3
Feeling fatigued when getting up in the morning						
Male	8	38	20	30	5	2.85
Female	6	38	23	23	10	2.92
Total	7	38	22	26	7	2.89
Feeling frustrated with my union work						
Male	8	35	21	32	4	2.87
Female	8	37	27	20	8	2.83
Total	8	36	24	26	6	2.85
Feeling burned out						
Male	9	36	28	24	3	2.75
Female	7	40	28	19	7	2.79
Total	8	38	28	22	5	2.77

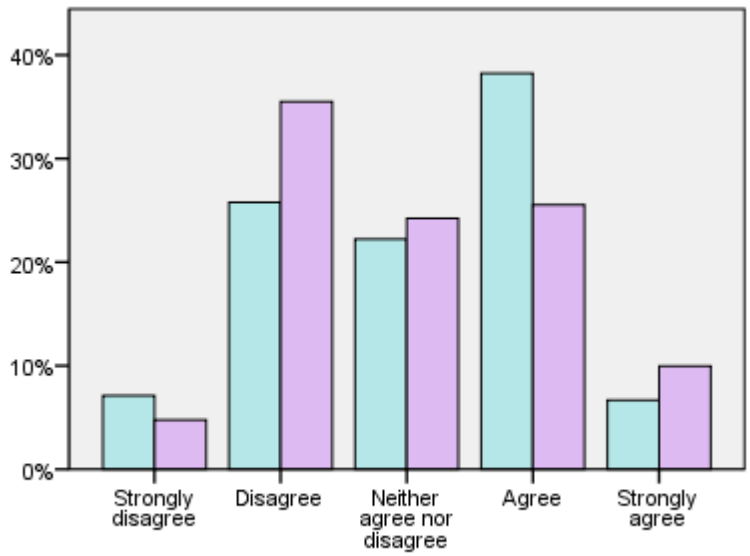
Responses were coded from one to five, where one represented 'Strongly disagree' and five 'Strongly agree'. For all six emotional exhaustion indicators presented in Table F2.1, the mean (central tendency) is always around three (slightly above or below). The table can almost be divided horizontally into two, with the top three emotional exhaustion indicators giving a mean slightly above three, moreover, the proportion of respondents expressing agreement or disagreement were generally similar. The bottom three emotional exhaustion indicators generated means slightly below three and levels of disagreement were typically substantially higher than levels of agreement.

The first general observation that can be made in respect of Table F2.1 is that the overall level of agreement of all six statements/symptoms is greater for male officials than for female officials. In other words, male officials were more likely to be in agreement that they were experiencing symptoms of emotional exhaustion. However, female officials were more likely

to ‘Strongly agree’ that they regularly encountered such symptoms. Furthermore, a greater proportion of women than men expressed disagreement to encountering emotional exhaustion indicators in all but one case. The six statements presented in Table F2.1 are addressed in their respective order below.

1. Four out of ten PCS officials indicated that they regularly felt ‘used up at the end of the day’ as a result of undertaking union work on top of managing their work life and home life. However, this emotional exhaustion indicator generated the greatest difference overall between male and female respondents with 45 per cent of men expressing agreement in comparison to just 36 per cent of women. Just less than four out of ten expressed disagreement but again women were more likely to disagree than men (see also Figure F2.1 below).

Figure F2.1 – Emotional Exhaustion Indicator 1



2. Similar to feeling used up, around four out of ten respondents claimed that they regularly felt ‘emotionally drained’ as a result of undertaking union work on top of managing their work life and home life; again just less than four out of ten expressed disagreement. As is the case with all of these emotional exhaustion indicators, men were (slightly in this case) more likely to expresses agreement overall but women were more likely to strongly agree.

3. Respondents feeling as though they were regularly ‘working too hard’ as a result of undertaking union work on top of managing their work life and home life overall generated the same level of agreement as disagreement; thirty-five percent agreed and disagreed. Overall men and women were roughly equally as likely to express agreement, however women were more likely to strongly agree.

4. A third of respondents indicated that they regularly felt ‘fatigued when getting up in the morning’ as a result of undertaking union work on top of managing their work life and home life; 45 per cent did not and this varied little by gender. Overall men and women were roughly equally as likely to express agreement; however women were more likely to strongly agree.

5. Around a third of respondents indicated that they regularly felt 'frustrated with their union work' as a result of undertaking union work on top of managing their work life and home life; 44 per cent did not and this varied little by gender. However, overall male officials expressed a considerably higher level of agreement than female officials; 36 per cent of men in comparison to just 28 per cent of women expressed agreement. Again however, women were more likely to strongly agree.

6. Feeling 'burned out' generated the lowest level of agreement and highest level of disagreement. This could be because many would define being burned out as a more extreme form of emotional exhaustion. Furthermore, there is a greater stigma attached to this than to any of the other indicators. With that said almost three out of ten (27 per cent) indicated that they regularly felt 'burned out' as a result of undertaking union work on top of managing their work life and home life; 46 per cent did not and this varied little by gender. Overall men and women were roughly equally as likely to express agreement; however women were more likely to strongly agree.

Summary of section – Symptoms of emotional exhaustion

In summary, overall, male officials expressed the greatest level of agreement to all six symptoms of emotional exhaustion; however, female officials were more likely to 'Strongly agree' that they regularly encounter such symptoms. Three emotional exhaustion indicators were experienced consistently more than the rest; these were feeling used up, feeling emotionally drained and feeling that they were working too hard. Four out ten respondents were in agreement that they regularly felt used up and a similar proportion felt emotionally drained. Men were considerably more likely to feel used up than women. Around a third of all respondents felt that they often worked too hard, felt fatigued when getting up in the morning or felt frustrated with their union work as a result of undertaking union work on top of managing their work life and home life. Men were considerably more likely than women to indicate that they felt frustrated in their union work. Twenty-seven per cent of respondents claimed to actually feel burned out, less than half disagreed with this statement (46 per cent). These findings indicate that negative outcome indicators are experienced by a considerable proportion of PCS officials and that emotional exhaustion is something that must be addressed.

F3 – Negative outcome indicators by experience of being mentored

As highlighted in the introduction of this report, this section has focused predominantly upon the difference (or similarities) of responses by gender in respect of negative outcome indicators experienced by officials. In other words it has identified similarities and differences of experiences between male and female officials with regards to varieties of conflict experienced and exhibiting symptoms of emotional exhaustion. However, as documented in Section C (see Table C1.1 in Section C, and Table C1.2 in Appendix C), officials were asked:

> "*Is there someone in particular within PCS that you believe has acted as a mentor to you, helping you to develop?*"

This therefore creates two independent samples; those whom had NO experience of being mentored informally by a colleague within PCS (0=Not Mentored), and those that did (1=Mentored). This short section (Table E4.1) therefore seeks to establish whether officials whom had experience of being informally mentored expressed different views/level of agreement to those with no experience of being mentored; in respect of varieties of conflict

and emotional exhaustion. Establishing whether having an informal PCS mentor in the past affects the extent to which negative outcome indictors were experienced by officials is important in making the case for the introduction of a more widespread, national, mentoring programme. Table F3.1, below, therefore documents the results of Independent Sample T-Tests conducted on all the test statements relating to:

1. Quantitative (time) conflict
2. Role conflict
3. Qualitative conflict

And Table F3.3 below documents the results of Independent Sample T-Tests conducted on:

1. Symptoms of emotional exhaustion

Not mentored (0) and mentored (1) was used as the grouping variable for the tests. The first column within Table F3.1 reports the statements presented to officials relating to varieties of conflict to which they expressed a degree of agreement or disagreement. In respect of symptoms of emotional exhaustion (Table F3.3), respondents were asked to indicate the extent to which they agreed or disagreed that:

> "*Undertaking union work on top of managing my work life and my home life regularly leaves me ..:*"

This was followed by the six symptoms of emotional exhaustion documented in the first column of Table F3.3. In both tables mean scores (1=Strongly disagree, 2=Disagree, 3=Neither agree nor disagree, 4=Agree, 5=Strongly agree) are presented for respondents with no experience of being informally mentored by a PCS colleague in the past and the mean score for those that had (Standard Deviations in parentheses). The Levene's test for Equality of Variances is then presented to establish the significance of the difference between the variances, the respective T-Test statistic is them presented depending upon the significance of Levene's test ($\rho<0.05$ or $\rho>0.05$). For presentational purposes stars have been used to indicate the statistical significance of the independent samples T-test statistic such that * $\rho<0.10$, ** $\rho<0.05$, *** $\rho<0.01$, **** $\rho<0.001$. However, the actual ρ value for each test are documented in Table F3.2 and F3.4 in Appendix F respectively; furthermore the effect sizes are also presented in the form of Cohen's d ($\hat{d}$), using the calculation:

$$\text{Effect size} = \hat{d} = \frac{\bar{X}_{\text{Mentor}} - \bar{X}_{\text{Non Mentor}}}{SD_{\text{Non Mentor}}}$$

Table F3.1 – Informal PCS Mentor and varieties of conflict – Independent Sample T-Test

			Levene's test		
Negative Outcome Indicator	**Non mentored $\bar{X}$ (SD)**	**Mentored $\bar{X}$ (SD)**	**F**	**Significance (ρ)**	**T- test statistic**
F1.1 – Quantitative (time) conflict					
Conflict between the time I devote to my PCS role and the time I devote to my (paid) work life	2.96 (1.10)	3.21 (1.14)	1.082	0.299	-2.238**
Conflict between the time I devote to my paid employment and the time I devote to my family/home life	2.94 (1.09)	2.86 (1.11)	0.063	0.802	0.738
Conflict between the time I devote to my PCS role and the time I devote to my family/home life	2.61 (1.04)	2.78 (1.12)	2.108	0.147	-1.591
F1.2 – Role conflict					
I often feel conflicted between my role as a paid employee and my desire to do what is best for my PCS members	2.81 (1.16)	2.66 (1.18)	0.100	0.751	1.350
F1.3 – Qualitative conflict					
I often feel un-prepared or not confident when undertaking my PCS role	2.46 (1.05)	2.33 (0.88)	9.158	**0.003**	1.378

Statistical significance *0.10, **0.05, ***0.01,**** 0.001

Unlike findings presented in Section E in respect of positive outcome indicators, negative outcome indicators did not, to the same extent, generate significantly different responses between officials who had a PCS mentor and those that had not. Two categories of negative outcome indicators were investigated; those were 'varieties of conflict', documented in Table F3.1 (above), and 'symptoms of emotional exhaustion', documented in Table F3.3 (below).

Focussing first on quantitative/time conflict, the only significant difference (ρ=0.025) in responses between mentored and non-mentored officials was the conflict between the time devoted to the union role and the time devoted to paid work life. Perhaps unexpectedly, it was officials who indicated that they had an informal PCS mentor who were most likely to agree that they REGULARLY experienced **such time conflict**. As opposed to mentored officials actually having a higher PCS workload resulting in time conflict with their work-life; these officials might simply be more aware of such conflict as they are advised about it by their mentors. For all other indicators of conflict, there was no significant difference in responses between officials with informal PCS mentors and those without; this is confirmed by Table F3.2 in Appendix F which illustrates negligible effect sizes for these variables. In other words there was no significant difference in the extent to which officials with mentors and officials without mentors experienced;

- Quantitative conflict – between either paid employment and their home life or their union role and home life

- Role conflict – Conflicting roles generated by responsibilities as a paid employee and their desire to best represent members

- Qualitative conflict – feeling un-prepared or not confident when undertaking their union role

Therefore the findings indicate that, in this case – contrary to findings presented by van Emmerik (2004a), having a mentor did not result in officials experiencing less 'conflict'.

Table F3.3 – Informal PCS Mentor and Symptoms of emotional exhaustion – Independent Sample T-Test

			Levene's test		
Negative Outcome Indicator	**Non mentored $\bar{X}$ (SD)**	**Mentored $\bar{X}$ (SD)**	**F**	**Significance (ρ)**	**T- test statistic**
F2.1 – Symptoms of emotional exhaustion					
Feeling 'used up' at the end of the day	2.96 (1.11)	3.14 (1.09)	0.059	0.809	-1.752*
Feeling emotionally drained	2.89 (1.12)	3.10 (1.07)	0.553	0.458	-1.980**
Feeling I'm working too hard	2.92 (1.04)	3.09 (1.07)	1.278	0.259	-1.666*
Feeling fatigued when getting up in the morning	2.79 (1.12)	2.96 (1.09)	0.638	0.425	-1.631
Feeling frustrated with my union work	2.80 (1.05)	2.87 (1.11)	0.764	0.383	-0.695
Feeling burned out	2.71 (1.05)	2.80 (1.03)	0.054	0.816	-0.918

Statistical significance *0.10, **0.05, ***0.01,**** 0.001

Table F3.3 above documents the T-Test results for 'symptoms of emotional exhaustion' grouped by Non-mentored (0) and Mentored (1). Table F3.3 indicates a slightly significant difference in responses between mentored and non-mentored officials in half of the symptoms of emotional exhaustion. What is interesting about Table F3.3 is that respondents who had an informal PCS mentor, on average, appear to be more likely to exhibit all symptoms of emotional exhaustion; though the differences were not significant. The explanation for this could be similar to that presented above in respect of quantitative conflict between the time officials devote to their union role and the time devoted to their paid work role; rather than being more emotionally exhausted, they may simply be more aware of emotional exhaustion as an issue as a result of discussion and counselling with their mentor. Either way these results do not provides support for findings presented by van Emmerik (2004a) which indicate that having a mentor makes one less prone to, or better able to deal with, emotional exhaustion.

In summary, there was little significant difference between the extent to which mentored and non-mentored officials experienced conflict as a result of their union activities, this included quantitative conflict between union roles, work life and home life; physical or psychological role conflict between union roles and paid employment; or qualitative conflict by feeling un-prepared or not confident to undertaking ones union role. Furthermore, on average, mentored officials appeared to experience symptoms of emotional exhaustion more than non-mentored officials, although the difference was not significant and effect sizes were small. However, this was likely to be the result of mentored officials being more aware of emotional exhaustion as an issue as a result of discussion and counselling with their mentor as opposed to actually being more emotionally exhausted. These findings do not provide support to findings presented by van Emmerik (2004a) which indicate that having a mentor makes experiencing conflict and emotional exhaustion less likely.

This section has identified the extent to which negative outcome indicators were experienced by respondents by gender and whether that had an informal PCS mentor in the past. These took two forms, first 'Varieties of conflict' which incorporated quantitative, role and qualitative conflict; and second 'Symptoms of emotional exhaustion'. The following section, Section G seeks to identify whether officials would welcome the establishment of a PCS mentoring scheme in the future; what activities officials would most like to see PCS mentors undertake; preferred sex of mentor; training to accompany mentoring; and finally the extent to which mentors would benefit from a future programme.

Section G – Future prospects for a PCS mentoring programme

Whilst previous sections have highlighted the popularity of informal mentoring and the extent of support networks within PCS, others have suggested that formal PCS support within some areas is less than adequate, particularly for women, and that conflict and emotional exhaustion is regularly being experienced by officials. This section therefore seeks to identify whether officials would welcome the establishment of a PCS mentoring scheme in the future. Furthermore, where a mentoring scheme would be welcomed, this section seeks to identify elements of a future mentoring relationship that officials would most like to see. Therefore, this section first establishes whether a PCS mentoring programme would be welcomed in the future and identifies what activities officials claimed they would most like to see PCS mentors undertake; these are categories into psycho-social functions, career development functions and support for union roles/case work. This section subsequently documents respondent's preferences in terms of the sex of the mentor. The types of training that officials believed should accompany a mentoring programme are then highlighted; and finally this section identifies the extent to which officials thought that mentors, as well as mentees, would benefit from a future programme.

G1 – Functions of a future PCS mentor

A formal definition of a mentor was given in a statement in the survey prior to asking questions so that respondents were clear as to what the terms 'mentor' actually referred to. This was particularly important as analysis of the qualitative data as well as the survey pilot, indicated that respondents possessed a wide variety of different definitions. The survey definition emphasised 'development' as opposed to just support for union functions. A definition was derived based upon seminal work by Ragins and Cotton (1991, 1999) and Ragins and Scandura (1997), and was also adopted by van Emmerik (2008: 580). The definition was slightly altered to make it relevant to mentoring within the union (PCS) context. The survey stated that:

Please note that an informal mentor isn't someone you'll see all the time. They can be described as:

> *"an influential person within PCS, who is typically more experienced or has wider knowledge than you, and not only offers support in your union roles, but can also assist in your development within PCS."*

Respondents were asked whether they would welcome the establishment of a PCS mentoring programme in the future. The overwhelming majority stated that they would, incorporating 87 per cent of all female respondents and 82 per cent of all male respondents (see Table G1.1 below and corresponding Figure G1.1 in Appendix G). This bodes well for PCS in terms of future plans to develop a mentoring programme.

Table G1.1 – Welcome the establishment of a PCS mentoring programme?

	Yes	No	Total
Sex			
Male (n= 218)	82.1%	17.9%	100%
Female (n= 223)	86.5%	13.5%	100%
Total (n= 441)	84.4%	15.6%	100%

Respondents who indicated that they would welcome the establishment of a PCS mentoring programme were subsequently asked to briefly describe what they would like a PCS mentor to do for them. This question was intentionally left open to gain more detailed responses and information to feed back to PCS. Many of these verbatim quotations are documented in Appendix H so that their meaning and emphasis is not lost through the quantitative re-coding process. All responses were subsequently analysed and coded retrospectively. A maximum of five codes could be attributed to any individual comment. This was not found to be restrictive and they adequately described all comments left. All identified suggestions/codes subsequently formed sub-categories within the three wider functions, two of these identified by Kram (1985) as psycho-social functions and career development functions and the third relating specifically to the improvement of technical/role related skills as these still registered highly in official's desires for what they would like a future mentor to do for them. Technical/role related skills refer to the mentor assisting with actual union roles or case work as opposed to the 'union career' development of the mentee. Niehoff (2006, 322) described career development functions as including sponsorship, coaching, protection, exposure, visibility and challenging work assignments whereas psycho-social functions related more to encouragement, friendship, advice and feedback, as well helping individuals develop a sense of competence, confidence and effectiveness. Role modelling is sometimes identified as the third key task of the mentor, whereas others incorporate it within the psycho-social function (see for example de Vries et al. 2006. Scandura, 1997); either way, as illustrated by Table G1.2 'acting as a role model' did not feature highly in officials' responses. In summary, career development functions can assist the mentee in advancing through the organisation while 'psycho-social development' can enhance the mentee's role-identity and interpersonal competence.

Table G1.2 – Most popular activities for a PCS mentor to undertake

Psycho-social functions	Frequency	% of all comments
Source of support and guidance	113	17.8
To listen, sounding board, bounce ideas off	46	7.2
Info on PCS structures, procedures and politics	37	5.8
Support for new or less experienced reps	33	5.2
Give me encouragement and confidence	29	4.6
Shadowing to gain tacit skills from senior officials	28	4.4
Encourage interaction (share info) from different levels	27	4.2
Networks, contact with senior officials	21	3.3
Critical friend	20	3.1
Identify skills/training needs	17	2.7
Assist with personal or WLB issues	13	2.0
Inspire me / act as a role model	10	1.6
Overcome favouritism by gatekeepers	8	1.3
Reassurance	7	1.1
Support for women's development	6	0.9
Give a sense of belonging	5	0.8
Total	**420**	**66.0**

Career development functions	Frequency	% of all comments
Help me develop/progress in union	61	9.6
Gain skills and training	25	3.9
Help me move into other union roles	10	1.6
Help develop my diversity skills	1	0.2
Total	**97**	**15.3**

Technical/role skills	Frequency	% of all comments
Advise on individual's union role/cases	76	11.9
Shadowing/experience to develop skills for union role	36	5.7
Translate PCS policy to practice	4	0.6
Assist with workload	3	0.5
		0.0
Total	**119**	**18.7**

A total of 636 suggestions were given detailing what officials would like a PCS mentor, appointed in the future, to do for them. As Table G1.2 (above) illustrates, of these 420 could be categorised as psycho-social representing two thirds of all suggestions confirming assertions made by Booth (1996: 35) who emphasises the importance of psycho-social development activities for mentees and argues that it is these as oppose to career

development activities which separate a "supervisory mentoring relationship from a traditional manager/subordinate relationship". Red text has been ascribed to three of the activities entered under the heading of 'psycho-social function', these are 'Information on PCS structures, procedures and politics' (37), 'Networks, and contact with senior officials' (21), and to 'Overcome favouritism by gatekeepers' (8). The reason for this was that through analysis of qualitative interviews these activities were described by some as having a psycho-social function and others as having a career development function, however this quantitative data collection tool did not identify respondent's motivations behind why these activities were most important to them. However, even if all three of these activities were added to the career development function section, the psycho-social function' remains, **by far**, the most influential constituting 56 per cent of all suggestions in comparison to just 26 per cent categorised as career development. There was only a small difference in the number of overall desired mentor activities categorised as 'technical/role skills' or 'career development functions'.

Focussing on the activities that officials suggested they would like a PCS mentor to do for them, by far the most frequently cited was for them to be a 'source of support and guidance' (18 per cent of all suggested activities) which falls within the 'psycho-social function'. Second most frequently cited was for them to give advice on officials' union role or individual cases (12 per cent of all suggested activities) which falls firmly within the improving technical/role skills category. The third most frequently cited activity for a future PCS official specifically fell within the career development category; to help the official to develop and progress within the union (10 per cent of all suggested activities). With the exception of one, all other suggested activities that constituted over five per cent of all comments fell under the 'psycho-social function' category. These included; to listen, to be a sounding board and to bounce ideas off (7.2 per cent), to give information on PCS structures, procedures and politics (5.8 per cent), to give support for new or less experienced reps (5.2 per cent); the exception was 'Shadowing/experience to develop skills for union role' (5.7 per cent) which fell into the technical/role skills category.

Therefore, **psycho-social functions where the most desirable characteristics for a mentor to exhibit overall** – however the specific individual characteristics of first, giving advice and guidance on individual cases and second, helping officials to develop and progress were also seen as extremely desirable and fell into the 'technical/role skills category' and the 'career development category' respectively.

G2 – PCS officials and mentoring across gender

A number of authors have commented that some mentees prefer mentors of the same sex whilst others prefer the opposite sex, and many simply focus on the support and development the mentor can give as opposed to their sex. Many female interviewees within the first case study undertaken prior to this research (PCS Women only mentoring programme – to be published as a PCS research report) emphasised the benefits they had received as a result of having female (same sex) mentors, as well as other women only forums. For example, many felt that a mentor of the same sex better understood the difficulties they faced as they were more likely to have shared experiences including the unifying experience of motherhood and managing the conflict between domestic responsibilities and union and paid work roles. Others felt that same sex mentoring helped to weaken patriarchal relationships and allowed women to challenge structures that were suppressive to women. Another benefit included female mentors acting as visible role models demonstrating that it was possible to develop despite barriers and a masculine environment (see Ehrich, 2008: 471). Given such findings, respondents were asked, if they were allocated a PCS mentor, whether they would prefer them to be of the same sex as

them, the opposite sex to them, or whether they did not mind either way; Table G2.1 documents these responses.

Table G2.1 – Preferred sex of potential mentor

		The same sex as you	The opposite sex to you	Don't mind either way	Total
Male	Count	2	5	170	177
	Row %	1	3	96	100
Female	Count	22	2	168	192
	Row %	12	1	88	100
Total	Count	24	7	338	369
	Row %	7	2	92	100

The overwhelming majority, just over nine out of ten respondents, indicated that they did not mind either way. Very few respondent indicated that they would prefer a mentor of the opposite sex, just 2 per cent in total incorporating just 5 male officials and two female official (out of a total of 369 respondents to this question). Respondents were asked to give a reason for preferring a mentor of the opposite sex; one male official stated "*So I gain a different perspective*", another claimed that "*I believe there would be less conflict*" and similarly a third added "*I get on better with members of the opposite sex*". One of the female respondents stated that:

> "*In my experience, I feel men are often more logical thinkers and I generally tend to think that I relate better to how they put things across. They are often less susceptible to take things personally if you argue with them, but everyone is different, so maybe it's wrong to generalise*".

Just seven per cent of respondents (24 in total) indicated that they would prefer a mentor of the same sex, though women were considerably more likely (22 women constituting 12 per cent of female respondents) to express this preference than men (2 men constituting 1 per cent of male respondents). Respondents were asked to indicate the reason they expressed a preference for a same sex mentor, they could tick multiple reasons and responses are documented in Table G2.2 below.

Table G2.2 – Reasons for expressing a preference for a same sex mentor

	Strongly disagree (%)	Disagree (%)	Neither agree nor disagree (%)	Agree (%)	Strongly agree (%)	Mean (α)
I feel that a mentor the same sex as me would better understand the difficulties I am facing						
Count	0	1	1	15	5	4.09
Row %	0	5	5	68	23	
I feel I'll have more shared experiences with someone of the same sex						
Count	0	0	3	15	4	4.05
Row %	0	0	14	68	18	
I feel that I could learn more from a mentor of the same sex as me						
Count	1	0	5	13	3	3.77
Row %	5	0	23	59	14	
I can talk more openly to someone of the same sex						
Count	0	0	11	6	5	3.73
Row %	0	0	50	27	23	
I would be wary of developing close relationships with colleagues of the opposite sex						
Count	3	11	6	1	1	2.36
Row %	14	50	27	5	5	

The reasons for expressing a preference for a mentor of the same sex (Table G2.2) related specifically to a sense of shared identity. The vast majority of these respondents gave reasons which related to shared experiences and thus shared difficulties and did not agree that they preferred a same sex mentor as they would be wary of developing close relationships with colleagues of the opposite sex. A very small proportion of respondents indicated that they would prefer a same sex mentor, but when this was the case these were usually female. Finally, (see Table G2.3 in Appendix G) of the 24 respondents that expressed a preference for a same sex mentor all but one stated that they would accept a mentor of the opposite sex if a same sex mentor could not be found.

G3 – Training to accompany mentoring

Respondents were asked whether there was any additional training they would like to see to accompany a new mentoring programme. This question was left open and subsequently recoded as three different variables, as no respondents made more than three training suggestions. Many respondents left this open question blank and so just 136 training suggestions were made in total. Table G3.1 below summarises these suggestions. Furthermore, many of the verbatim quotations from the open question are documented in Appendix I so that their meaning and emphasis was not lost through the quantitative re-coding process.

Table G3.1 – Preferred training to accompany mentoring

Training to be given	Frequency	% of comments
Mentoring or coaching skills	26	19
Dealing with difficult cases	18	13
Information about union structures and procedures	17	13
Communication/influencing people	13	10
Shadowing cases with senior officials	12	9
Diversity and equality	6	4
Development plans	6	4
Negotiation skills	5	4
Opportunity to network	5	4
Organising strategies	4	3
Employment law	4	3
Confidence building	4	3
Public speaking and presentation skills	3	2
Leadership skills	3	2
Refresher courses for experienced reps	2	1
Records management	2	1
Time management, WLB issues	2	1
Experience from other PCS sectors	2	1
TV interviews/media skills	1	1
Giving Counselling or emotional support	1	1
Total	136	100

The largest proportion of respondents would like to see 'mentoring and/or coaching' training being provided. This was confirmed by earlier qualitative research (to be published as a separate PCS research document) with interviewees stressing that training would be required for both mentors and mentees and that expectations and responsibilities for each should be clearly identified from the start. The second most frequently cited form of training officials would like to see accompany a mentoring programme related specifically to helping them deal with difficult cases, i.e. improving technical skills as opposed to supporting development. This confirms findings from Table G1.2 which indicates that respondents saw an element of the mentor's role as being to offer technical/role support. Other most frequently mentioned training included 'Information about union structures and procedures', 'Communication/influencing people', and 'Shadowing cases with senior officials'.

Female respondents from the first case study (PCS women's mentoring pilot programme – to be published as a PCS research report) gave extremely positive feedback in respect of 'women only training', describing it as a 'safe environment' to openly discuss issues that specifically affected women, that it increased their confidence and that it gave them an opportunity to network solely with other women within the union. Therefore the survey asked respondents whether they would prefer training (that accompanied a mentoring programme) to be same sex, mixed sex or whether they didn't mind either way (see Table G3.2 below).

Table G3.2 – Gender preference for training courses that accompany mentoring

		Same sex	Mixed sex	Don't mind either way	Total
Male	Count	0	82	95	177
	Row %	0	46	54	100
Female	Count	2	72	118	192
	Row %	1	38	62	100
Total	Count	2	154	213	369
	Row %	1	42	58	100

No men and just two women expressed a preference for same sex training. Almost six out of ten respondents did not mind either way (representing 62 per cent of women and 54 per cent of men), and around four out of ten expressed a preference for mixed sex courses (representing 38 per cent of women and 46 per cent of men). Therefore, whilst not denying that the female officials interviewed in the qualitative element of the research claimed to have benefited considerably from same sex training courses which acted as a 'women only platform', the vast majority of survey respondents **did not** have a preference for similar same sex training.

G4 – What's in it for the mentor?

The results presented within this section so far clearly illustrate that a mentoring project developed by PCS in the future would be greatly welcomed by officials who, whilst acting as mentees, identified a range of benefits, predominantly psycho-social, but also career development and role assistance. However, the survey also sought to establish whether respondents felt that a mentoring relationship could benefit the mentor as well. Respondents were asked to express the extent to which they agreed or disagreed with the two statements documented in Table G4.1 below.

Table G4.1 – Benefits for the mentor

	Strongly disagree (%)	Disagree (%)	Neither agree nor disagree (%)	Agree (%)	Strongly agree (%)	Mean (α)
Senior officials would gain from acting as mentors as it enables them to maintain contact with branch and shop floor issues						
Male	1	3	10	57	28	4.08
Female	1	1	10	59	30	4.16
Total	1	2	10	**58**	**29**	4.12
Mentors will develop strong alliances with mentees that might be useful to them in the future						
Male	1	1	12	63	23	4.06
Female	2	1	14	59	24	4.02
Total	1	1	13	**61**	**24**	4.04

Responses were extremely positive, representing a high level of agreement which varied little by gender. Almost nine out of ten respondents (87 per cent) expressed agreement that senior officials would gain from acting as mentors as it would enable them to maintain contact with branch and shop floor issues and just over eight out of ten were in agreement that the mentor would develop strong alliances with mentees that might be useful to them in the future. Very few respondents disagreed with these statements.

As highlighted in Table G1.1 above, the vast majority of respondents (84.4 per cent) indicated that they would welcome the establishment of a PCS mentoring programme in the future. These individuals were subsequently asked whether they would be prepared to act informally as a mentor to a more junior PCS official to establish whether, if such a project was initiated it would receive support from officials and could be adequately operated with a sufficient number of mentors. The results are documented in Table G4.2 below.

Table G4.2 – <u>The supply of PCS mentors</u>

	Yes, I already do	Yes, I would be prepared to now	Yes, hypothetically, in the future	No
Male % (n=177)	27	32	31	10
Female % (n=192)	30	26	35	9
Total % (n=369)	29	29	33	9

The findings were very positive. Less than one in ten respondents, irrespective of gender, stated that they would not be prepared to act as a mentor, which means that more than nine out of ten, in one form or another, indicated that they would be prepared to do so. Almost three out of ten stated that they already did. Whilst Table B1.1 (in Section B) illustrates that female officials were most likely to be mentored informally by a PCS colleague, Table G4.2 (above) illustrates that women were also slightly more likely to already act as a mentors; 30 per cent of female officials compared to 27 per cent male officials. Almost three out of ten officials indicated that they would act as a mentor now, men being more likely than women (32 per cent compared to 26 per cent) and a third of respondents stated that they would '*hypothetically*' act as a mentor in the future when they got more experience, (31 per cent male and 35 per cent female). These are extremely positive findings indicating that if a mentoring programme was established there would not be a supply side deficit in terms of volunteers to act as mentors.

<u>Summary of section – Future prospects for a PCS mentoring programme</u>

This Section has illustrated that the prospects for the future development a PCS mentoring programme are extremely favourable. The overwhelming majority of respondents stated that they would welcome the establishment of a PCS mentoring programme in the future. Overall, respondents were most likely to indicate that they wanted a future mentor to provide a mainly psycho-social function, however they also indicated the importance of a future mentor giving advice and guidance on cases and helping the mentee to develop and progress. Almost all respondents indicated that they didn't mind if their mentor was male or female. Of the small number that indicated that they did want a same sex mentor, women were more prevalent and described their choice as the result of benefits they could gain from shared experiences and shared difficulties. However, all but one stated that they would accept a mentor of the opposite sex if a same sex mentor could not be found. The most

popular types of training to accompany a mentoring program were ‘how to mentor’ training and dealing with ‘difficult cases’. Other frequently mentioned training included ‘Information about union structures and procedures’, ‘Communication/influencing people’, and ‘Shadowing cases with senior officials’. A tiny minority indicated that they would prefer same sex training courses. Benefits generated for mentors were widely acknowledged and included keeping them abreast of shop-floor issues and the development of useful alliances. Finally, and perhaps most encouraging, less than one in ten respondents, irrespective of gender, stated that they would not be prepared to act as a mentor if a PCS program was established in the future. Nine out of ten, either already acted as a mentor, would do so now, or in the future when they had accumulated more experience.

So, it would appear that the conditions are right for the establishment of a widespread mixed sex mentoring programme, accompanied by (mixed sex) training on how to be a good mentor, with an emphasis upon psycho-social functions, as well as both soft skills and training on how to better deal with cases.

Sub-section G(i) – PCS practical use of respondents’ personal data

Finally, it is worthy of note that 200 respondents entered their names, email addresses and mobile telephone numbers to the survey and gave permission for them to be passed onto PCS (with no connection to their responses from the main body of the survey). The large majority of these individuals indicated that PCS could use these details for future organising purposes and to update their ‘Count me in’ database (a database of officials’ personal email addresses and personal mobile telephone numbers). Furthermore, the vast majority also requested a copy of the final results be sent to them upon completion. Finally, 122 (59 male and 63 female) respondents provided contact details to be used to nominate themselves as mentors in any future PCS mentoring programme; and 133 (73 male and 60 female) respondents provided details to be used to nominate themselves as mentees in any future PCS mentoring programme.

Chapter summary and conclusion

Gender and leadership style and effectiveness

Whilst the survey highlighted a number of contrasting views held by male and female officials, as important were the similarities of opinion that existed between them; this was particularly the case in respect of perceptions of good leadership and role models within PCS. There was widespread acceptance (over three quarters of respondents) of the importance of senior female PCS role models by both male and female officials. However, this positive rhetoric with regards to the importance of women in senior positions, inspiring other by acting as role models, was very different to the actual reality. A considerably lower proportion of officials (just over half) claimed to be able to identify inspirational senior female role models; moreover, a minority (just over four out of ten) agreed that gender proportionality in decision making roles should be similar to membership. In other words, the theoretical acceptance of senior women within PCS structures outweighed the reality of their existence; and gender proportionality within decision making roles did not appear to be viewed as a primary concern by the majority of male or female officials. Overall then, there appears to a general acceptance of the importance of senior female role models within PCS but proportionality itself in respect of the gender of officials and those they represent is not seen as essential; in reality at a time of national campaigns, large scale redundancies and austerity cuts, which are having a devastating impact upon the public sector, officials may be more concerned about whether they can in fact recruit officials at all, as opposed to their gender and whether it is proportional to membership.

Important similarities were also identified in terms of how male and female officials perceived attributes which contributed to good leadership within PCS. Results support concepts of 'empowering' or 'post-heroic' leadership which emphasises a more democratic and interpersonal style (communal). The most important attributes included Good people skills, Good listener, Believes in the cause, Empathy and Empowers followers. These views varied little by gender indicating that, in contrast to much theory, male officials valued communal leadership to a similar extent to that of female officials. Furthermore, there was very little evidence to suggest that gender differences between leaders and followers/members reduced leadership effectiveness. Very few officials found it more difficult to lead when followers were of the opposite sex and similarly very few believed that members preferred officials of the same gender. The main significant difference of experience between male and female officials in respect leadership roles was that women were more likely to experience difficulties developing in their PCS roles as a result of domestic or childcare responsibilities.

To summarise, the overarching importance attached to gender proportionality throughout PCS structures is perhaps not as high on officials' agendas as might have been expected, however this may reflect the more adversarial environment the union is currently operating within. Despite this there is a universal acceptance of the importance of senior female officials acting as role models within the union. Furthermore, male and female officials highlighted very similar attributes as required to be a 'good leader' within PCS; these can be described as communal and democratic attributes. Whilst not subscribing to an essentialist perspective, some authors argue that many women share similarities in their life experiences, such as wider suppression through a patriarchal society, and motherhood and so often exhibit more communal and democratic attributes in their leadership style. Whilst the questionnaire did not ask respondents to identify 'their' leadership style, it did ask respondents to highlight what attributes they believed made a 'good leader' within PCS and both male and female respondents highlighted the same attributes, associated with communal and democratic styles. These findings are very positive in terms of the

development of future PCS programmes to improve gender proportionality as they reflect a general acceptance of the importance of female officials in decision making roles and rules out any theoretical opposition to female officials in senior leadership positions on the grounds of their leadership style being overly communal or democratic or not accepted by male officials.

Potential for the development of PCS mentoring

Perhaps the most important finding from this chapter was the extent to which respondents would welcome the future establishment of a more formal mentoring programme. The overwhelming majority of respondents (84.4 per cent) indicated that they would welcome a PCS mentoring programme; moreover there was universal acceptance irrespective of biographical characteristics such as gender, age, dependent child status, type of employment, industrial sector, position held by the official or their length of service, composition of work or union colleagues. These findings imply that mentoring as an approach to offering developmental support generates widespread acceptance, not limited to specific groups. These empirical findings demonstrate the importance people attach to mentoring as a means of providing contemporary developmental support and will be of fundamental importance to PCS in terms of providing empirical evidence to justify the implementation of a more widespread or national mentoring programme.

Findings from the survey also make it possible to comment on the type of support and relationships officials would ideally expect from a mentor and potentially inform the design and development of a future mentoring programme. It is apparent that, in general, officials want potential mentors to be 'jacks of all trades' in respect of the advice and support that they offer, providing psycho-social support as well as career development advice and guidance on specific cases. However, by far the most frequently mentioned desired function of a mentor was for them to offer psycho-social support, for example to just be there to listen, offer informal guidance, act as a sounding board or be there to bounce ideas off. So whilst offering case specific advice or union career development advice was viewed as relatively important they were seen almost as a secondary function of the mentor whose primary function was psycho-social. This has implications, not only in terms of the support mentors should seek to offer, but also in terms of the type of desirable skills a mentor should possess; furthermore it provides support for the notion that mentors do not have to be located within the same branch or be specifically involved with the same cases as their mentees.

Finally in respect of mentoring programme design, there was widespread acceptance of the value of having a mentor irrespective of their gender. Following individual qualitative case study research (to be published as a separate PCS research report), the author perhaps expected a substantial proportion of respondents to indicate a preference for same sex mentors, however this was not the case. Whilst in no way undermining the value many (female) interviewees placed upon having a same sex mentor in the earlier PCS case study undertaken (Women's mentoring pilot programme – to be published as a separate research report), almost all respondents to the survey indicated that they did not mind if their mentor was male or female. Furthermore, nine out of ten respondents, irrespective of gender, either already acted as a mentor informally, would be prepared to act as a mentor now if asked to do so, or would act as a mentor in the future when they had acquired greater experience. This therefore implies that not only is there a desire for the development of a mentoring programme within PCS, there is also a wide and sufficient supply of both male and female officials prepared to act as mentors to their colleagues – this supply more than caters for those who indicated a preference for a same sex mentor though the vast majority 'did not mind either way' and so it is unlikely that there will be supply side deficits in terms of gender when matching mentees with mentors.

Existing experiences and benefits of informal PCS mentoring

As highlighted above, respondents indicated an extremely high level of acceptance of any future mentoring programme established by PCS. There are a number of potential explanations for this; the first is that officials experienced a lack of support from PCS in terms of their roles and their development. However, there was NO evidence to support this – in fact the opposite was found to be the case and, overall, officials felt very well supported (this is discussed in more detail below). The second explanation is that officials already had positive experiences of being (informally) mentored, resulting in discernible benefits which, as a consequence, meant that officials were open to developing future mentoring relationships. Where officials did not have experience of being mentored they still witnessed the benefits reaped by others and felt that a similar relationship might benefit them. There is considerably evidence to support this explanation. Six out of ten respondents claimed that someone within PCS had acted as a mentor to them and had helped them to develop. This further illustrates the value officials place on being mentored as so many have developed their own informal mentoring relationships without formal intervention by PCS; in fact the informal and emergent nature of these relationships might be one of the reasons for their success – hence any formal programme implemented by PCS to encourage mentoring might benefit from emphasising the informality of the potential mentoring relationship. There was also considerable and significant evidence to suggest that respondents' experiences of being informally mentored were extremely positive and resulted in discernible benefits including; first, more positive views about the extent to which they felt adequately supported in their development as a PCS official; and second, higher levels of both extrinsic and intrinsic satisfaction in their union roles. These two outcomes are summarised in more detail here.

First, four categories of perceived support for developing as a PCS official were investigated; in three of these officials who had been informally mentored expressed significantly more positive views than those that had not. The first was development within PCS structures and committees and respondents who had been mentored informally by a fellow PCS official were significantly more likely to express satisfaction within this category. The second category was support for, and access to, networks and respondents with informal PCS mentors were significantly more likely to believe that they had access to 'senior officials', furthermore they were significantly more likely to have a well established network of colleagues to go to for advice and support. Respondents with mentors were also significantly more likely to indicate that opportunities to go on PCS training courses were easy to identify and that other PCS officials encouraged them to go on training courses, the third support category. There was less difference between the views of respondents with and without mentors in respect of the fourth support category, work-life balance. Overall, positive views were expressed by all irrespective of having a mentor or not. The above suggests that either officials who had experience of being informally mentored were, overall, better supported than those that did not, or that just having an informal mentor created the impression of support through improved communication; either way, many positive outcomes are associated with feeling supported by ones organisation including satisfaction in ones role, better performance, confidence and increased tenure.

Second, respondents who had been informally mentored by a fellow PCS colleague were significantly more likely to agree that they possessed both extrinsic and intrinsic satisfaction in their PCS role. For example they were significantly more likely to be satisfied with the speed at which they had developed within the union; significantly more likely to agree that they were proud to be a PCS official; that they were happy, confident and prepared within their union roles and even significantly more likely to be happy with the direction of PCS' national agenda. Although significant differences were recorded between mentored and non-mentored respondents in respect of perceived support for development and positive outcome indicators (extrinsic and intrinsic satisfaction), no significant difference was found in

respect of negative outcome indicators. This implies that, in this case, having an informal mentor did not result in lower levels of quantitative, qualitative or role conflict or symptoms of emotional exhaustion.

In summary, the evidence suggests that a PCS mentoring programme would be greatly welcomed by the vast majority of officials. One reason for this is that many officials already have experience of being informally mentored by colleagues within PCS and this has led to significant benefits in terms of perceptions of being supported and extrinsic and intrinsic satisfaction. Whilst around 60 per cent of respondents indicated that they had an informal PCS mentor in the past, around 85 per cent of respondents would welcome the establishment of a PCS mentoring programme in the future implying that many of those with no experience of being mentored would also welcome a mentoring programme to help them develop. Indeed, the most frequently cited reason for not having an informal PCS mentor was simply that they had not made efforts to acquire one, as opposed to rejecting perceived benefits that mentors may generate.

Gender and experiences of an informal mentoring relationship

As highlighted above, the findings indicated that the vast majority of officials would welcome the establishment of a future PCS mentoring programme. One potential reason for this was that a large proportion of officials already had experience of being informally mentored by fellow PCS colleagues and this had generated tangible benefits in terms of perceptions of support and intrinsic and extrinsic satisfaction. However, findings clearly illustrated that male and female officials had completely different experiences of being mentored. As highlighted in Section C, Clutterbuck (2011) defines two key relationship variables (dimensions of helping) which derive the specific category of assistance offered to a mentee. The first is 'who is in charge of the relationship' and ranges from directive to non-directive, and the second is the 'individual's needs' and ranges from stretching to nurturing. Combinations of these two dimensions generate the four key 'helping to learn' styles' of:

- Guiding - Directive and Nurturing
- Counselling - Non Directive and Nurturing
- Coaching - Directive and Stretching
- Networking - Non Directive and Stretching

Clutterbuck (2011) argues that the extent to which there is an emphasis or a reliance upon each of these styles dictates the form that mentoring takes, with 'developmental mentoring' incorporating a varied and equal reliance upon all four styles.

Survey findings clearly illustrate that different mentoring styles were experienced by male and female officials. Male officials, on average, were more likely to experience all four 'helping to learn' styles', although there was a slight concentration on a 'counselling style'. Male officials were also less likely to experience either very high or very low levels of directive or nurturing/stretching interactions with their mentors. However, female officials were less evenly distributed than men amongst the four learning styles and there was a large concentration of respondents experiencing the 'counselling style'. Moreover, female officials were more likely than male officials to experience extremely non-directive or extremely nurturing relationship combinations with their mentors. Overall therefore, female officials were likely to report more nurturing and non-directive relationships with their mentors; this corresponds to findings presented earlier which indicated that the preferred role of a mentor was to provide psycho-social support, such as being there to listen, offering informal guidance, acting as a sounding board or being there to bounce ideas off. Moreover, these views were echoed by female interviewees, in an earlier PCS case study undertaken

by the author, who often described their most productive interaction with their mentors as being ‘a chat over coffee in Costas’.

Male and female officials’ experiences of positive and negative outcome indicators

The survey sought to identify differences (and similarities) in the extent to which male and female officials perceived the support they received in their role from PCS. Overall, responses were positive and indicative of a high level of satisfaction with the support provided; within some areas of support similar levels of satisfaction were expressed by male and female officials alike; for example all respondents, irrespective of gender, reported high levels of perceived support in respect of work-life balance despite a greater proportion of female officials claiming that they had experienced difficulties developing in their PCS roles as a result of domestic or childcare responsibilities. A similar proportion of male and female officials (two-thirds) agreed that opportunities to go on PCS training courses were easy to identify. However, this was not always the case. Questions implied a distinction between formal developmental support offered by PCS and informal support such as encouragement by colleagues, personal networks or informal mentoring. Overall, female official were less likely to indicate satisfaction with the level of formal support they received from the union in this sense. For example, female officials were more likely to indicate that the support they received in respect of progressing in PCS structures was inadequate and were considerably more likely to disagree that opportunities to progress into other PCS roles or committees were easy to identify. They were also more likely to disagree that they had easy access to senior officials if they wanted to discuss how to develop within the union.

However, it appears that where female officials have identified a lack of formal support they compensate through a greater reliance upon informal means. Female officials were significantly more likely than men to report that they had already been informally mentored by colleagues within PCS to help in their development. The odds of women having an informal mentor were more than twice (2.130) as high as the odds of men having an informal mentor. Furthermore, female officials were most likely to claim that other PCS officials encouraged them to progress into new PCS roles or committees as well as encouraging them to go on PCS training courses. Finally female officials were most likely to indicate that they had a well established network of colleagues to go to for advice and support; these networks predominantly incorporated a majority of male officials. This might indicate that where female officials found formal PCS support for development less adequate or less available they relied more heavily upon informal support, such as mentoring, networks and encouragement from colleagues.

Moreover, it is probable that the type of support received (formal and/or informal) by male and female officials effected their perception of the union and the extent to which they felt satisfied in their roles; such relationships shall be further developed for publication. However, in summary this chapter has illustrated that whilst female officials were least satisfied with the formal support they received they were significantly more likely to rely on other informal means of support which might be one of the reasons that they expressed comparable levels of satisfaction in their union roles to their male colleagues. Whilst a large majority of both male and female officials indicated (extrinsic) satisfaction at the speed at which they had developed within PCS, female officials were considerably more likely to express satisfaction than male officials; though it is acknowledged that this might also reflect different expectations by sex. Moreover, levels of intrinsic satisfaction varied little by gender; where they did; female officials were slightly more likely to feel proud to be a PCS official, to be happy in their PCS role and to be happy with the direction of PCS’ national agenda. Men were most likely to feel confident and adequately prepared. Finally, exactly the same proportion of male and female officials (around a third) wanted to progress within the union,

taking on more responsibilities and senior positions or becoming more involved in decision making committees.

As highlighted above, having an informal PCS mentor did not significantly affect the extent to which conflict or emotional exhaustion was experienced by officials. Moreover, there were only small differences in how conflict and emotional exhaustion were experienced by gender. There was no evidence to suggest that overall male or female officials were more prone to conflict or emotional exhaustion, although there were some subtle differences. Out of the three varieties of conflict identified, quantitative (time/workload) was experienced most frequently by both male and female officials; this was followed by role conflict and the least frequently experienced was qualitative conflict. Where quantitative conflict was experienced it was most likely to be time conflict between the respondents' union role and their paid employment and it was most likely to be encountered by female officials. A third of respondents experienced quantitative conflict with their home lives, either as a result of 1) paid employment or 2) union roles, however, these forms of quantitative conflict were experienced less by women than by men possibly indicating that they were more aware of potential domestic time conflicts that could be encountered as a result of increased paid or union workload; resulting in them being better prepared to deal with this conflict when it emerged.

Whilst different symptoms of emotional exhaustion were experienced by a minority of male and female officials, it was still a sizable proportion ranging from 26 to 45 per cent suggesting that this is an issue that must not be ignored by the union. Future analysis of this data shall seek to identify which particular forms of conflict (if any) contributed the most to symptoms of emotional exhaustion or to an overarching 'emotional exhaustion score'. However, this Chapter illustrated that, overall, (although significance was not testing in this instance) male officials expressed the greatest level of agreement to all six symptoms of emotional exhaustion. Male officials were considerably more likely than female officials to regularly feel used up and to feel frustrated in their union work.

In summary, despite being less likely to feel that formal PCS support was adequate and being more likely to experience barriers to role development as a result of domestic or childcare responsibilities, female officials illustrated similar (and sometimes higher) levels of extrinsic and intrinsic satisfaction to male officials. Furthermore, although female officials were more likely than their male counterparts to experience time conflict between their paid employment and union roles, they were considerably less likely to experience conflict with their home lives and exhibited fewer symptoms of emotional exhaustion. Though further analysis of the data is required to measure these relationships and strength of association it appears that one contributing factor could have been female officials' greater reliance upon an informal mentor and personal networks.

Overarching summary statement

To conclude there is an overarching acceptance of the importance of senior female officials acting as role models within PCS though more needs to be done to encourage and support women into these positions. Gender had no affect on what attributes officials believed made a 'Good leader' in PCS and these were typically communal and democratic in orientation. The vast majority of both male and female officials would welcome the establishment of a formal PCS mentoring programme indicating a widespread acceptance of the potential benefits that can be generated. Overall there was very little support for a same sex mentoring scheme with most indicating that they had no preference as to the gender of their mentor. Officials predominantly wanted future mentors to offer general psycho-social support, although to a lesser degree they also demanded advice relating to their personal development within PCS as well as guidance on specific cases. A large number of officials (particularly female) indicated that a PCS colleague had already acted as an informal mentor to them and it was these particular individuals that indicated the most positive views in respect of feeling adequately supported in their development and had higher levels of both extrinsic and intrinsic satisfaction in their union roles. However, results did not indicate that having an informal mentor reduced conflict or symptoms of emotional exhaustion. Female officials were less likely to find formal PCS support adequate but this was compensated for by informal support, encouragement from colleagues, personal networks and informal mentoring relationships. Moreover, female officials were considerably more likely to have counselling style mentoring relationships with existing mentors; these were more informal, non-directive and nurturing. As such female officials demonstrated similar levels of extrinsic and intrinsic satisfaction to male officials. Overall, female officials were more likely to experience time conflict between their paid employment and union roles, but considerably less likely to experience conflict with their home lives and exhibited fewer symptoms of emotional exhaustion.

PCS report recommendations

This short section presents some early practical recommendations and policy actions based upon the empirical findings presented in this report. These recommendations are for guidance only and should be developed through discussion and debate by those within PCS decision making structures.

Overarching objectives

1. To provide developmental support to PCS officials
2. To provide a structure for developmental training without considerable cost implications
3. To encourage officials to develop within PCS structures and onto PCS committees
4. To provide a means by which female officials can circumvent barriers to their development within PCS structures and into decision making roles
5. To provide a more easily identifiable structure of support for new officials
6. To provide a support mechanism that will encourage members to take on a PCS role

Target groups/participants for a PCS pilot programme

Two phased approach:

a) *Phase 1* – Targets existing officials with a desire to develop within PCS

b) *Phase 2* – Positive evaluation from phase 1 to trigger phase 2. Longer term and aims to re-organise new officials' induction training and integrate with mentoring

Practical issues and initial recommendations

1. PCS should begin preparations for a mentoring lay officials pilot programme – This should incorporate a finite mentoring period accompanied by structured training.

2. An expert advisory panel should be established to oversee the project. Key members of this panel should include Mary Doolin (PCS National equality co-ordinator) and Siân Wiblin (PCS Wales Industrial Officer). Siân Wiblin has experience of running a highly successful PCS mentoring pilot programme.

3. An initial PCS pilot mentoring programme could be established either:

    a. In two UK regions (for example Wales and the North West) and subsequently be extended to all other regions.

    b. Using respondents to this survey who specifically stated that they wanted to be a mentee (107 respondents) or a mentor (115 respondents) if a PCS mentoring programme was established. All these respondents gave their personal contact details and permission for PCS to contact them in this regard.

4. A reasonable starting point for each region (depending upon size of region) would be 8-10 mentees and mentors, though they should not be limited to these numbers. Particular emphasis should be placed on recruiting young officials and female officials.

5. It should be managed on a regional basis (reporting back to the expert advisory panel). There should be an official from each region overseeing the programme, this individual should also be trained and act as a mentor.

6. Mentors should be recruited and trained prior to mentees, although advertising for mentees could run concurrently. A very simple application process is essential, and should comprise of the individual indicating an interest via email or a very simple web form linked to the PCS web site.

7. Consideration should be given as to whether mentoring training should be formally accredited to act as an incentive to potential mentors.

8. A small (bullet point style) flyer should be produced defining 'mentoring' and dispelling myths about what it entails. It should specifically emphasise the informal nature of mentoring, that time investment is minimal and highlight the benefits that can be generated for mentees AND mentors.

9. Once approval has been gained from respective committees, the programme must be widely advertised through notifications on the PCS homepage, repeated short articles in PCS magazines, small and concise flyers distributed to officials.

10. Collaboration with the TUC should be discussed.

11. Empirical evidence from the survey and interviews support a similar structure to the PCS Wales (Siân Wiblin) programme. This incorporates a finite mentoring period accompanied by structured training. Key suggestions relating to a) accompanying training and b) formal mentoring are identified below:

Accompanying Training (mixed sex)

a) Three to four days of initially training for mentors, i.e. two two day courses. This could be a formally recognised qualification. Mentoring training can be incorporated with existing PCS training themes such as leadership skills.

b) Mentee training should incorporate an initial event outlining what is expected and incorporated within a mentoring relationship. To minimise disruption and maintain interest, subsequent training should involve one day courses each month over the mentoring period (12 months). Training could comprise existing PCS courses (implying no significant cost implications) including, as identified by the survey:

   - Leadership training
   - Communication skills
   - Information regarding PCS' organisational structures and procedures
   - Public speaking and presentation skills
   - Mentoring skills
   - Dealing with difficult cases
   - Negotiation skills
   - Organising strategies
   - Giving Counselling or emotional support

c) A minimum of 8 participants on training courses is usually economically viable (PCS cost assessment required).

d) Training should be used to bring mentees together to discuss issues of concern and learn from different work environments. Each training session should also incorporate a presentation from a senior official (i.e. a mentor) who could be seen as a role model. There should be an emphasis upon presentations by senior female officials.

e) A Facebook group should be established to allow mentees (and mentors) to network electronically. Benefits of networking should be promoted.

Formal PCS mentoring

Phase 1

a) A finite period (12 months) for the mentoring relationship should be set.

b) There should be an initial launch event ('ice breaker') within each region attended by all mentees and mentors. This event should outline what is acceptable and unacceptable in a mentoring relationship. This event could also incorporate the first mentee training session. Mentees and mentors could be paired up at this event.

c) Mentees should be given the option of 'same sex mentor', 'opposite sex mentor, 'don't mind either way'.

d) Where possible mentees should be assigned to mentors from different departments/PCS sectors. However, workplaces should be relatively close geographically.

e) The informality of the mentoring relationship should be strongly emphasised. Moreover, there should be an emphasis upon psycho-social functions, i.e. being there to listen, acting as a sounding board or being there to bounce ideas off.

a) A short 'how to' handbook/toolkit should be produced (by Dr Robert Perrett). It should be short, clear and concise detailing what mentoring entails.

b) Mentor couples should be encouraged to meet in person once a month.

Phase 2

1) Discussions as to whether mentoring could be incorporated into lay official induction training should be initiated.

2) Mentoring and induction training should be advertised to members to encourage activism

3) A short, concise information booklet to be designed and distributed to members detailing the organisational and decision making structures of PCS (include organisational chart).

Appendices

Contents **Page**

Appendix A – Respondent characteristics

Table A2.1 – Overall age profile of respondents

Valid	462
Missing	4
Mean	47.33
Median	48
Std. Deviation	9.358
Skewness	-0.349
Std. Error of Skewness	0.114
Kurtosis	-0.31
Std. Error of Kurtosis	0.227
Minimum	22
Maximum	72

Table A2.2 – Respondents age profile by gender (brackets)

Gender	**Male (%)**	**Female (%)**	**All (%)**
Age			
Under 25	0.4	2.1	1.3
25 – 34	11.5	9.4	10.4
35 – 44	24.2	23	23.6
45 – 54	34.4	47.7	41.1
55 – 64	27.8	16.6	22.1
65 and over	1.8	1.3	1.5

Table A3.1 – Responses by employment sector

		Male	Female	Total
Borders	Count	18	9	27
	Row %	67	33	100
	Column %	8	4	6
Commercial	Count	10	11	21
	Row %	48	52	100
	Column %	4	5	5
Defence	Count	23	7	30
	Row %	77	23	100
	Column %	10	3	7
Education	Count	10	14	24
	Row %	42	58	100
	Column %	4	6	5
Justice	Count	20	17	37
	Row %	54	46	100
	Column %	9	7	8
Revenue	Count	51	51	102
	Row %	50	50	100
	Column %	22	22	22
Transport	Count	9	5	14
	Row %	64	36	100
	Column %	4	2	3
Welfare	Count	59	81	140
	Row %	42	58	100
	Column %	26	35	30
Environment	Count	11	11	22
	Row %	50	50	100
	Column %	5	5	5
Government	Count	7	14	21
	Row %	33	67	100
	Column %	3	6	5
Other	Count	11	15	26
	Row %	42	58	100
	Column %	5	6	6
Total	Count	229	235	464
	Row %	49	51	100
	Column %	100	100	100

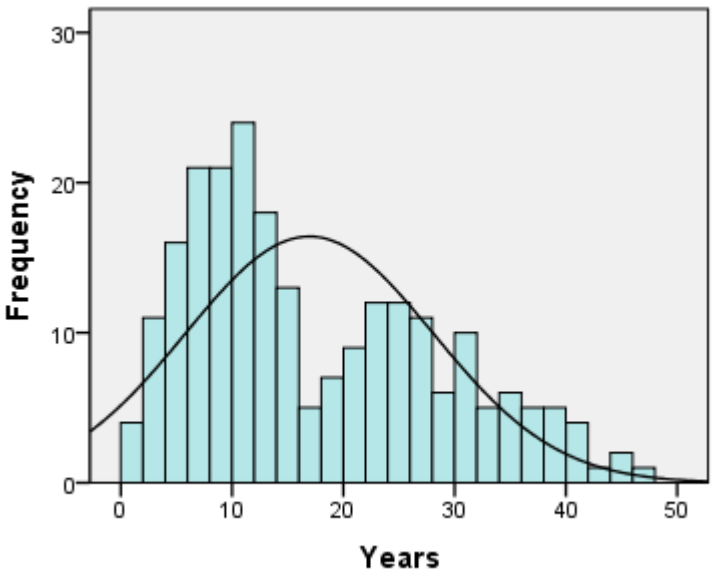
Table A6.3 – Most senior position indicated

Most senior position held	**Male**	**Female**	**Total**
Local workplace rep *(n)*	35	40	75
Row %	47	53	100
Column %	15	17	16
Branch level role (i.e. ULR or H&S) *(n)*	17	26	43
Row %	40	61	100
Column %	8	11	9
Member of branch exec committee *(n)*	87	66	153
Row %	57	43	100
Column %	38	28	33
Member of any other branch committee *(n)*	16	11	27
Row %	59	41	100
Column %	7	5	6
Group level post/group level committee *(n)*	24	25	49
Row %	49	51	100
Column %	11	11	11
Member of a 'group regional committee' *(n)*	30	36	66
Row %	46	55	100
Column %	13	16	14
Member of an 'occupational association' *(n)*	3	2	5
Row %	60	40	100
Column %	1	1	1
Member of a national level sub-committee *(n)*	8	11	19
Row %	42	58	100
Column %	4	5	4
National level post/national level committee *(n)*	8	15	23
Row %	35	65	100
Column %	4	7	5
Total *(n)*	228	232	460
Row %	50	50	100
Column %	100	100	100

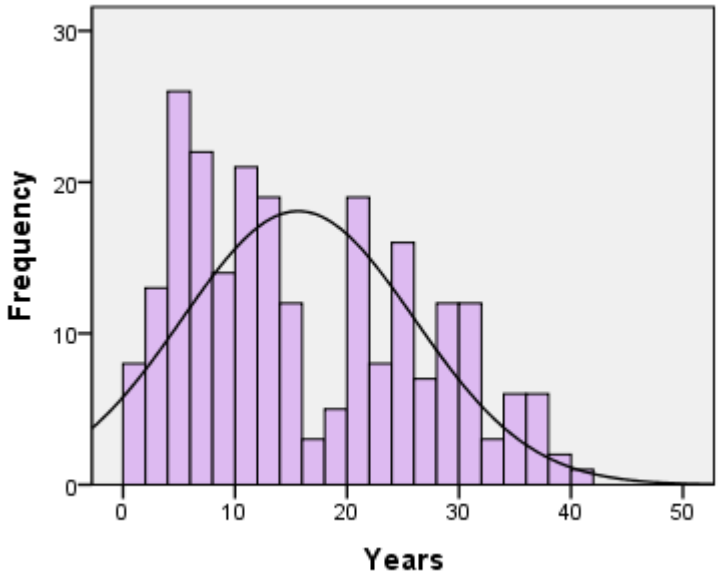
Table A7.1 – Years of union membership and activism

	Years as a PCS member		***Years as a PCS official***	
	Male	*Female*	*Male*	*Female*
Valid	229	235	227	229
Missing	0	2	2	8
Mean	16.94	15.64	10.64	8.09
Median	13	13	7	6
Std. Deviation	11.13	10.369	9.725	7.437
Skewness	0.625	0.441	1.124	1.631
Std. Error of Skewness	0.161	0.159	0.162	0.161
Kurtosis	-0.642	-0.976	0.397	2.98
Std. Error of Kurtosis	0.32	0.316	0.322	0.32
Minimum	1	1	0	0
Maximum	46	40	42	40

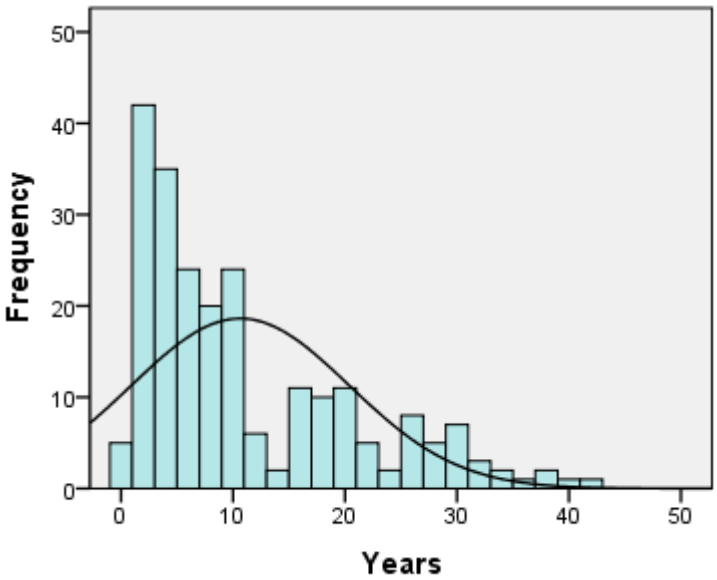
Histogram A7.1a – Years as a PCS member (Male)



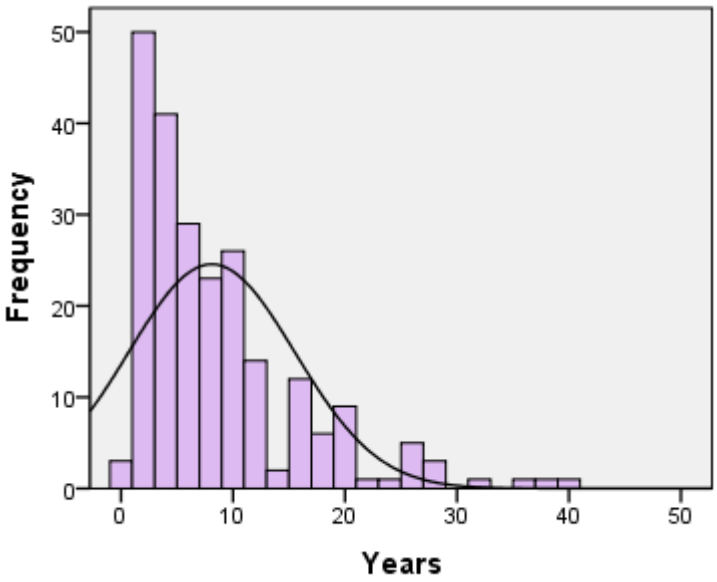
Histogram A7.1b – Years as a PCS member (Female)



Histogram A7.2a – Years as a PCS official (Male)



Histogram A7.2b – Years as a PCS official (Female)



Appendix B – Leadership style and effectiveness

Table B1.3 – Leadership style score by gender (SD)

	Male		Female		Total	
Leadership style score	**Count**	**%**	**Count**	**%**	**Count**	**%**
-3	1	1	2	1	3	**1**
-1	31	**14**	13	**6**	44	**10**
0	0	0	12	5	12	**3**
1	59	27	57	24	116	**25**
2	5	2	8	3	13	**3**
3	72	33	91	38	163	**36**
4	4	2	5	2	9	**2**
5	49	22	49	21	98	**21**
Total	221	100	237	100	458	100

$\bar{X}_{Male}$ = 2.317 (1.99), $\bar{X}_{Female}$ = 2.498 (1.80)

B2 – Role models, gender proportionality and leadership effectiveness

Figure B2.1 – Gender proportionality 1

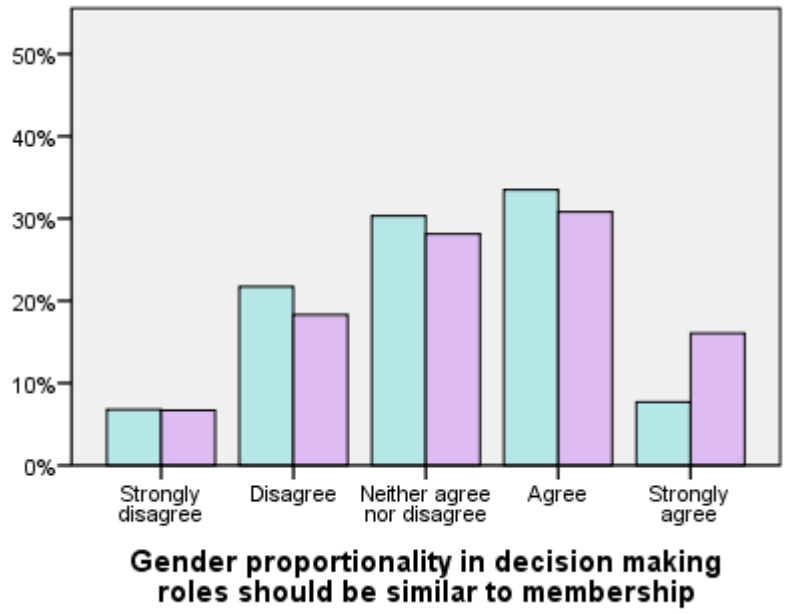


Figure B2.2 – Gender proportionality 2

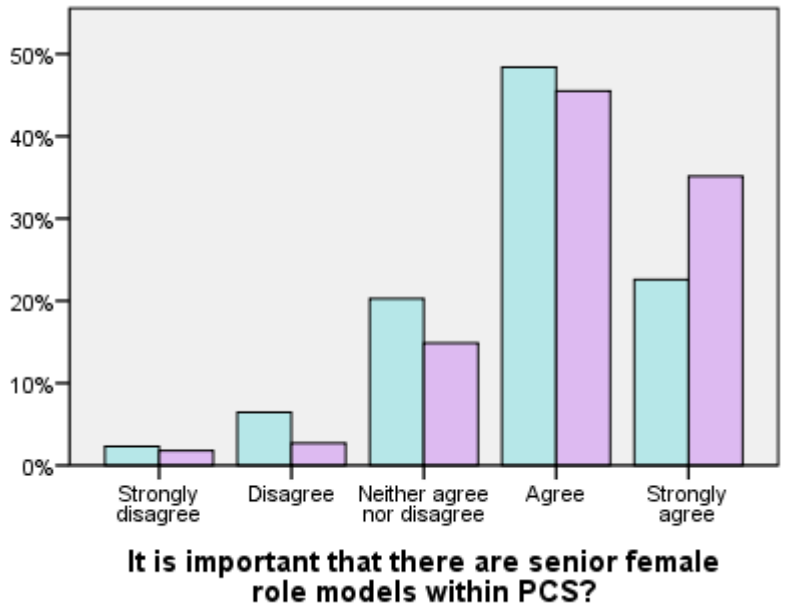


Figure B2.3 – Gender proportionality 3

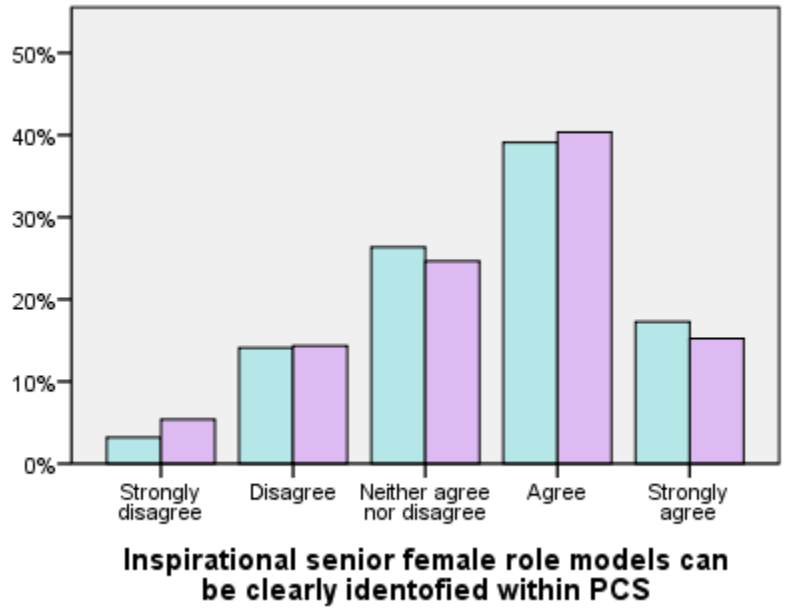


Figure B2.4 – Leadership Effectiveness

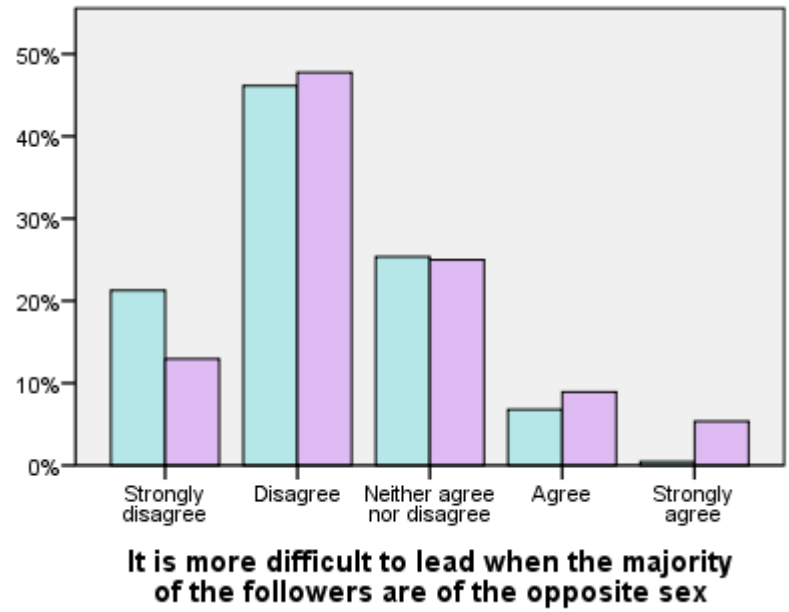
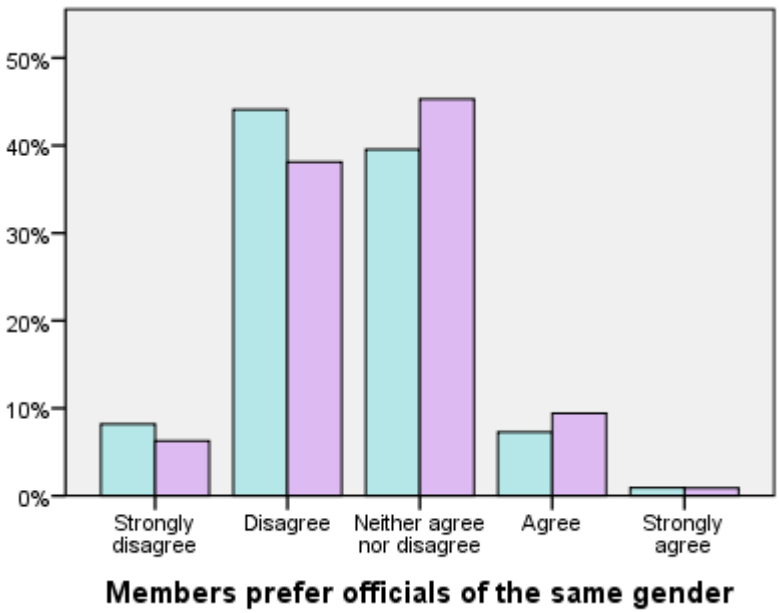


Figure B2.5 – Leadership Effectiveness



Appendix C – Incumbent experience of informal mentoring in PCS

Table C1.2 – Someone within PCS has acted as a mentor to me

		Yes	No	Total
Sex				
Male	Count	110_a	111_b	221
	Expected Count	130.10	90.90	221
	% of Total	24.7%	24.9%	49.7%
	Std. Residual	-1.80	2.10	
Female	Count	152_a	72_b	224
	Expected Count	131.90	92.10	224
	% of Total	34.2%	16.2%	50.3%
	Std. Residual	1.80	-2.10	
Total	Count	262	183	445
	Expected Count	262	183	445
	% of Total	58.9%	41.1%	100.0%

$x^2 = 15.025$ d.f. (v) = 1 $\rho < 0.001$

- Standardised residuals for the 'no' column lie outside + - 1.96 (significance)
- $x^2 = 15.025$ d.f. (v) = 1
- $\rho < 0.001$ (ρ also = 0.000 for Likelihood ratio, Yates and Fisher's exact tests)
- Cramer's V (and φ) = 0.184 ($\rho = 0.000$) indicating a small to medium effect size.
- In comparing the column counts, the χ - test (Bonferroni method) has designated the subscript letter 'a' to 'Yes, I had a mentor' and subscript letter 'b' to 'No, I haven't had a mentor, indicating 'significantly different column proportions.

Calculation of the 'Odds ratio' – Effect size

Odds (of women having a mentor) = $\frac{\text{Number of women with mentors}}{\text{Number of women without mentors}} = \frac{152}{72} = 2.111$

Odds (of men having a mentor) = $\frac{\text{Number of men with mentors}}{\text{Number of men without mentors}} = \frac{110}{111} = 0.991$

Odds Ratio (of having a mentor) = $\frac{\text{Odds (of women having a mentor)}}{\text{Odds (of men having a mentor)}} = \frac{2.111}{0.991} = \mathbf{2.130}$

The odds of women have a mentor are more than twice as high (2.130) as men having a mentor.

Table C2.2 – Who is in charge dimension (y-axis)

Guiding - Directive		Never	Infrequently	Sometimes	Quite often	A lot	Total
Takes a very direct interest in you and in moulding your involvement within PCS							
Male	Count	12	13	45	32	7	109
	%	11	12	41	29	6	100
Female	Count	16	23	43	46	21	149
	%	11	15	29	31	14	100
Total	Count	28	36	88	78	28	258
	%	11	14	34	30	11	100

Counselling - Non directive		Never	Infrequently	Sometimes	Quite often	A lot	Total
Be there to listen to you							
Male	Count	1	4	26	52	27	110
	%	1	4	24	47	25	100
Female	Count	0	5	29	61	53	148
	%	0	3	20	41	36	100
Total	Count	1	9	55	113	80	258
	%	0	4	21	44	31	100

Coaching - Directive		Never	Infrequently	Sometimes	Quite often	A lot	Total
Demonstrate how to do specific union activities							
Male	Count	1	8	31	48	22	110
	%	1	7	28	44	20	100
Female	Count	1	10	44	60	37	152
	%	1	7	29	40	24	100
Total	Count	2	18	75	108	59	262
	%	1	7	29	41	23	100

Networking - Non directive		Never	Infrequently	Sometimes	Quite often	A lot	Total
Makes you aware of how and where you can get information from							
Male	Count	0	5	27	59	19	110
	%	0	5	25	54	17	100
Female	Count	2	9	27	72	42	152
	%	1	6	18	47	28	100
Total	Count	2	14	54	131	61	262
	%	1	5	21	50	23	100

Table C2.3 – Individual's needs dimension (x-axis)

Guiding - Nurturing		Never	Infrequently	Sometimes	Quite often	A lot	Total
Act as a guardian, looking out for your interests							
Male	Count	6	15	44	35	9	109
	%	6	14	40	32	8	100
Female	Count	4	13	71	41	22	151
	%	3	9	47	27	15	100
Total	Count	10	28	115	76	31	260
	%	4	11	44	29	12	100

Counselling - Nurturing		Never	Infrequently	Sometimes	Quite often	A lot	Total
Helps you think about your personal development							
Male	Count	5	21	44	34	5	109
	%	5	19	40	31	5	100
Female	Count	10	20	54	43	25	152
	%	7	13	36	28	16	100
Total	Count	15	41	98	77	30	261
	%	6	16	38	30	12	100

Coaching - Stretching		Never	Infrequently	Sometimes	Quite often	A lot	Total
Set specific goals to achieve							
Male	Count	17	37	33	19	4	110
	%	16	34	30	17	4	100
Female	Count	31	36	49	25	10	151
	%	21	24	33	17	7	100
Total	Count	48	73	82	44	14	261
	%	18	28	31	17	5	100

Networking - Stretching		Never	Infrequently	Sometimes	Quite often	A lot	Total
Make you aware of, or introduces you to, influential people							
Male	Count	11	17	37	36	9	110
	%	10	16	34	33	8	100
Female	Count	23	28	39	36	24	150
	%	15	19	26	24	16	100
Total	Count	34	45	76	72	33	260
	%	13	17	29	28	13	100

Appendix D – Support for developing as a PCS official

Figure D1.1 – Support for development 1

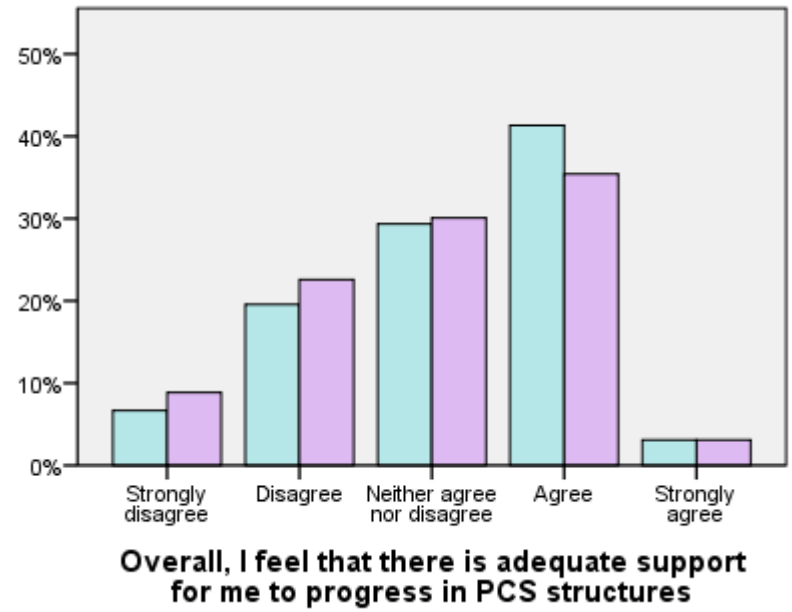


Figure D1.2 – Support for development 2

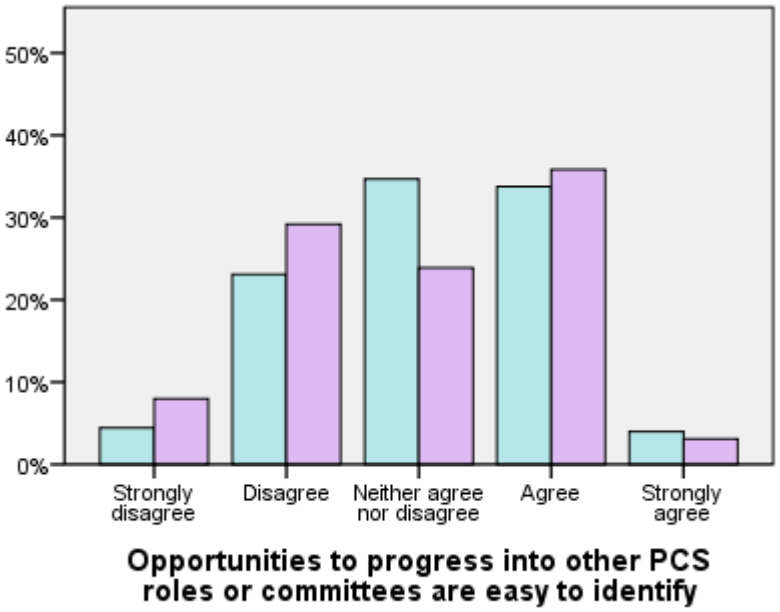


Figure D1.3 – Support for development 3

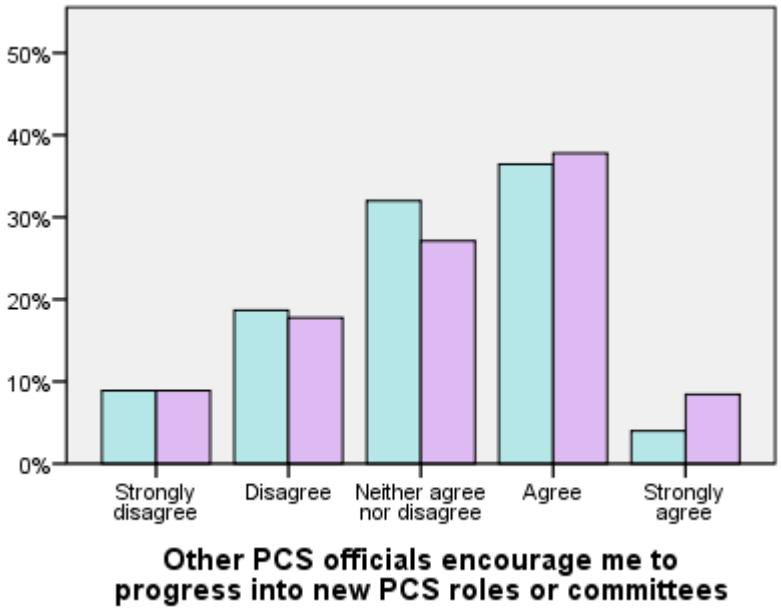


Figure D2.1 – Support and training 1

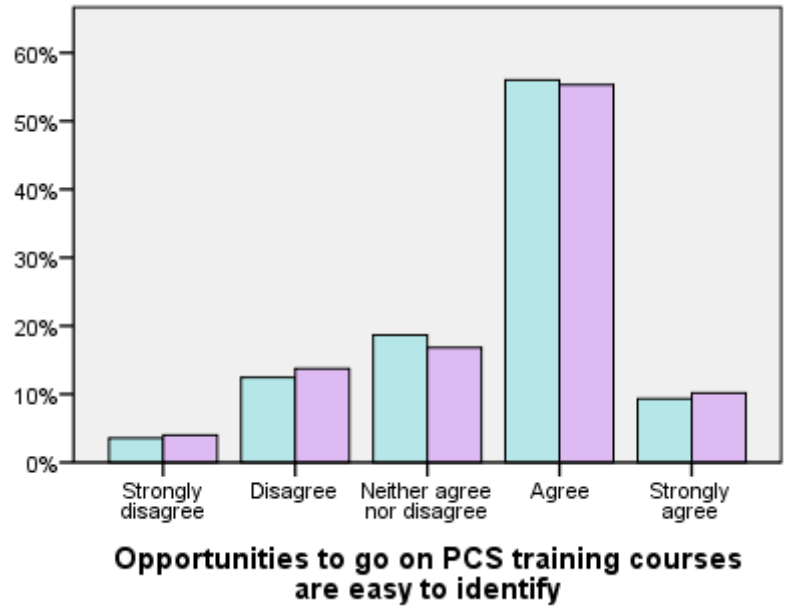


Figure D2.2 – Support and training 2

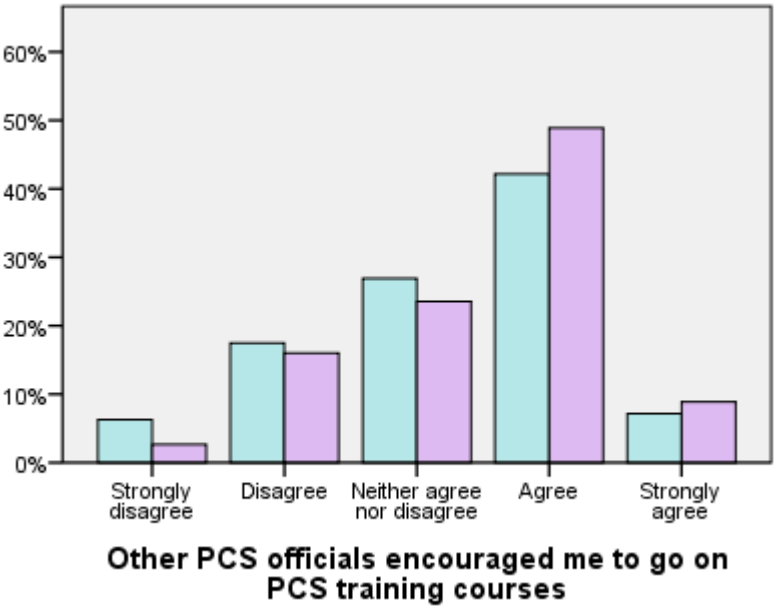


Figure D3.1 – Support for work-life balance 1

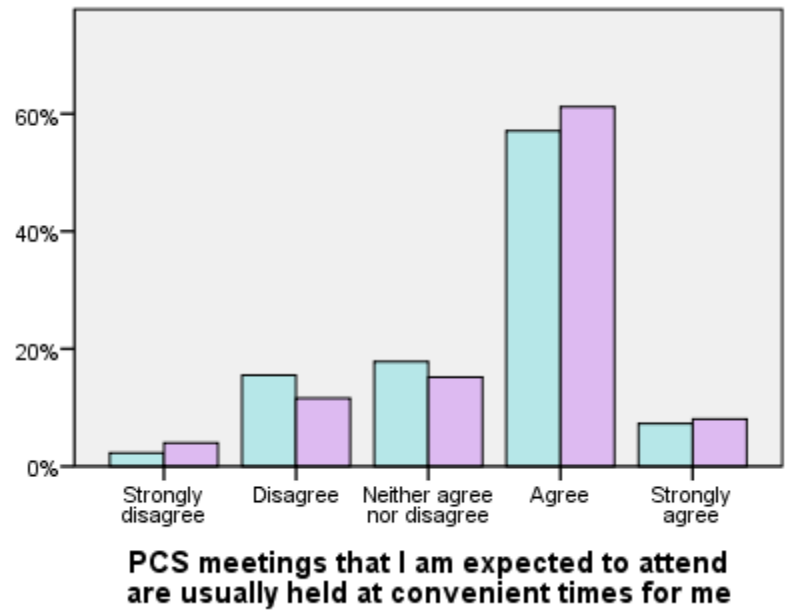


Figure D3.2 – Support for work-life balance 2

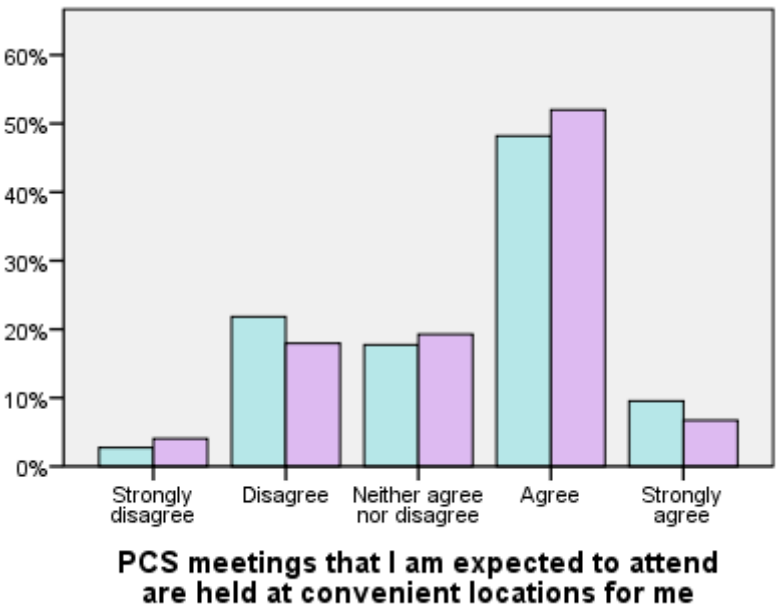
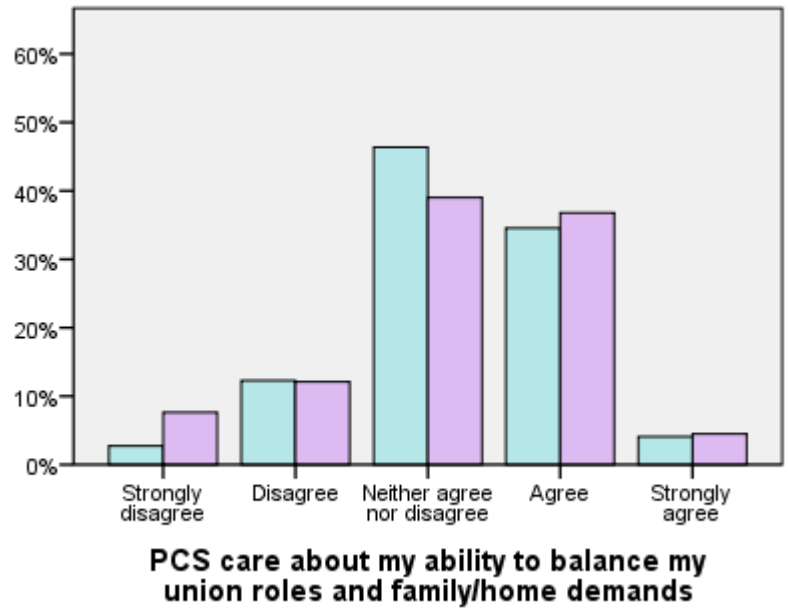
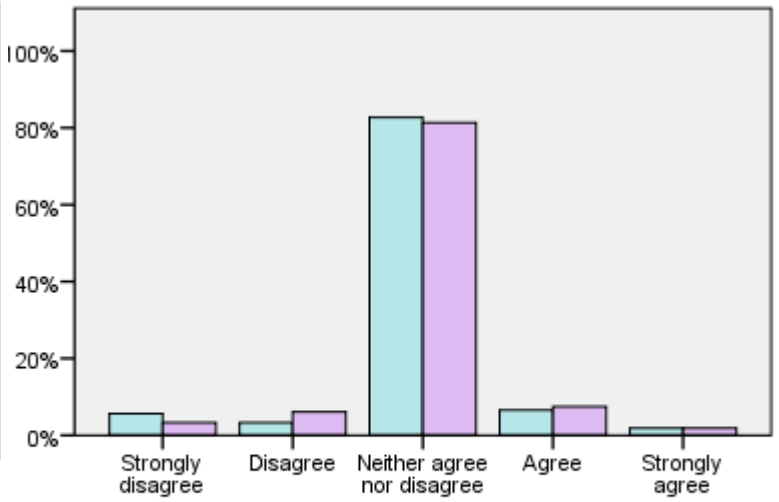


Figure D3.3 – Support for work-life balance 3



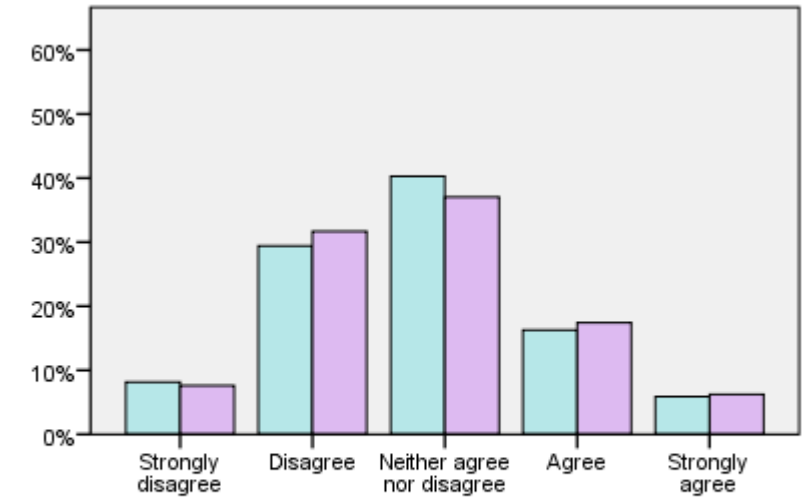
PCS care about my ability to balance my union roles and family/home demands

Figure D3.4 – Support for work-life balance 4



PCS provide provisions for childcare arrangements when I need them to undertake my PCS role

Figure D3.5 – Support for work-life balance 5



I would be more likely to pursue a more senior PCS post if I could 'job share' it with another PCS official

Figure D4.1 – Support for union networks 1

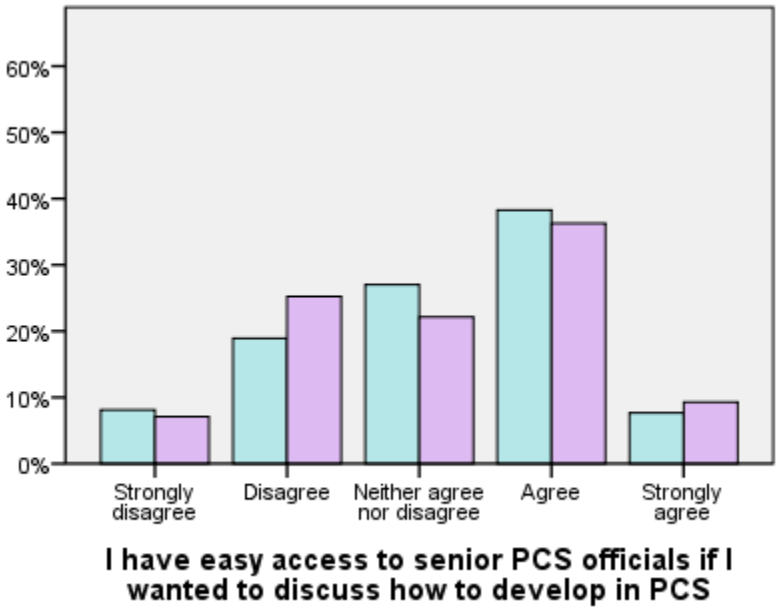


Figure D4.2 – Support for union networks 2

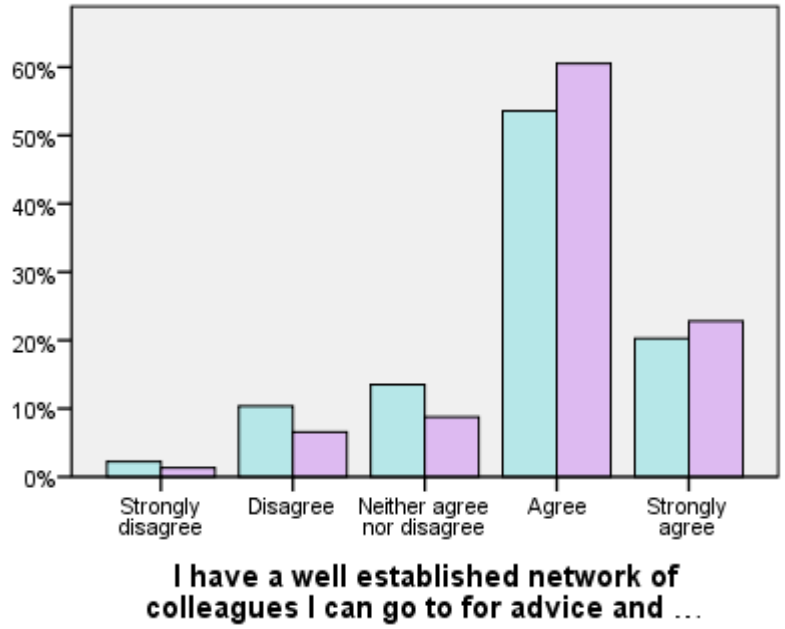


Figure D4.3 – Gender of support network

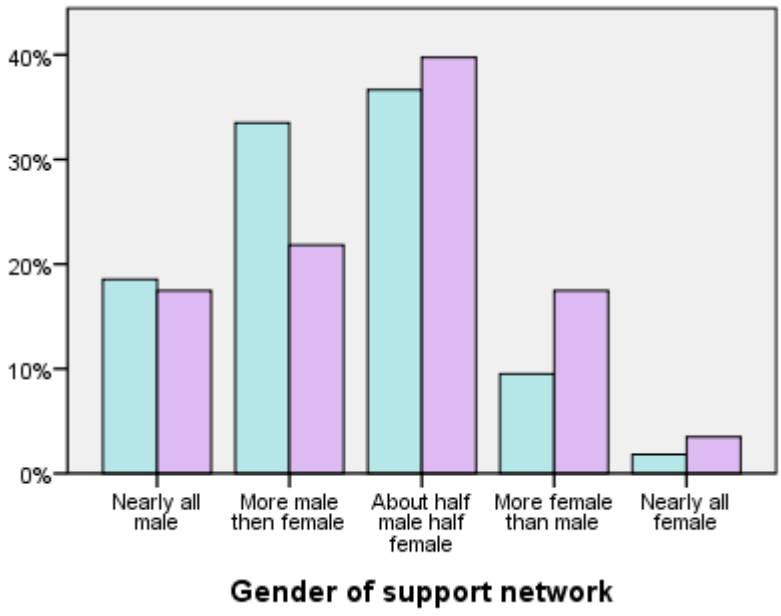


Table D5.2 – Experience of a PCS Mentor and perceptions of support – Independent Sample T-Test and effect size

Support indicator	Non mentored $\bar{X}$ (SD)	Mentored $\bar{X}$ (SD)	T-Test Significance (ρ)	Cohen's d $\hat{d}$	Effect size
D1 – Developing within PCS structures and committees					
Overall, I feel that there is adequate support for me to progress in PCS structures	2.85 (1.02)	3.22 (0.98)	0.000	0.36	Med/Small
Opportunities to progress into other PCS roles or committees are easy to identify	2.81 (1.03)	3.18 (0.96)	0.000	0.36	Med/Small
Other PCS officials encourage me to progress into new PCS roles or committees	2.80 (1.07)	3.34 (1.01)	0.000	0.50	Medium
D2 – Access to and encouragement of PCS training					
Opportunities to go on PCS training courses are easy to identify	3.42(1.00)	3.63 (0.91)	0.022	0.21	Small
Other PCS officials encouraged me to go on PCS training courses	3.03 (1.04)	3.57 (0.91)	0.000	0.52	Medium
D3 – PCS support for your work-life balance					
PCS meetings that I am expected to attend are usually held at convenient times for me	3.42 (0.98)	3.62 (0.88)	0.03	0.20	Small
PCS meetings that I am expected to attend are usually held at convenient locations for me	3.30 (1.05)	3.46 (0.96)	0.096	0.15	< Small
PCS care about my ability to balance my union roles and family/home demands	3.16 (0.83)	3.25 (0.95)	0.276	0.11	< Small
PCS provide provisions for childcare arrangements when I need them to undertake my PCS	2.91 (0.51)	3.00 (0.63)	0.127	0.18	Small
I would be more likely to pursue a more senior PCS post if I could 'job share' it with another PCS official	2.81 (1.02)	2.83 (0.98)	0.825	0.02	None
D4 – Support for networks					
I have easy access to senior PCS officials if I wanted to discuss how to develop in PCS	2.92 (1.10)	3.34 (1.07)	0.000	0.38	Med/Small
I have a well established network of colleagues I can go to for advice and support	3.54 (0.98)	4.12 (0.76)	0.000	0.59	Med/Large

Statistical significance *0.10, **0.05, ***0.01,**** 0.001

Appendix E – PCS officials and intrinsic and extrinsic success

Figure E1.1 – Extrinsic success within PCS structures (n=458)

Figure E2.1 – Subjective outcome 1 (n=460)

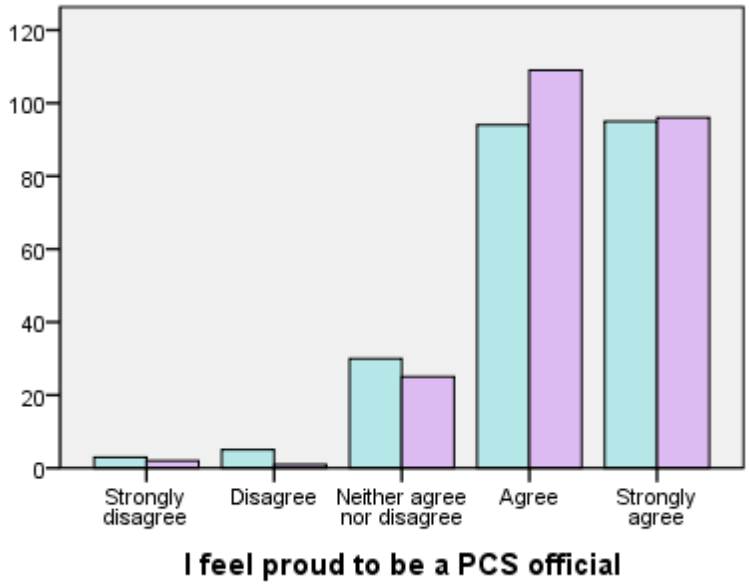


Figure E2.2 – Subjective outcome 2 (n=460)

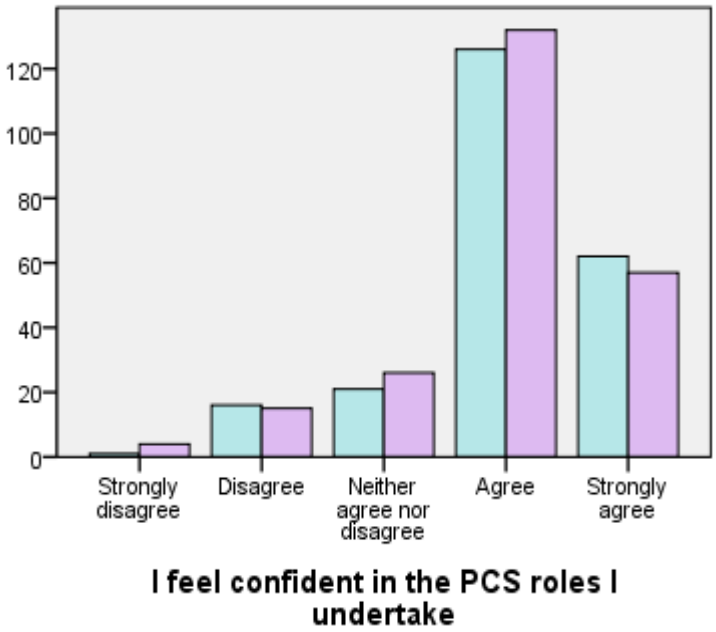


Figure E2.3 – Subjective outcome 3 (n=461)

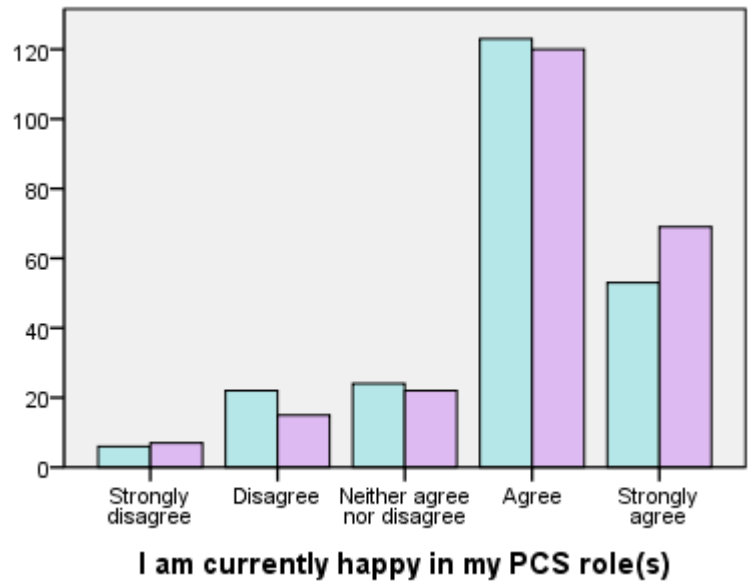


Figure E2.4 – Subjective outcome 4 (n=459)

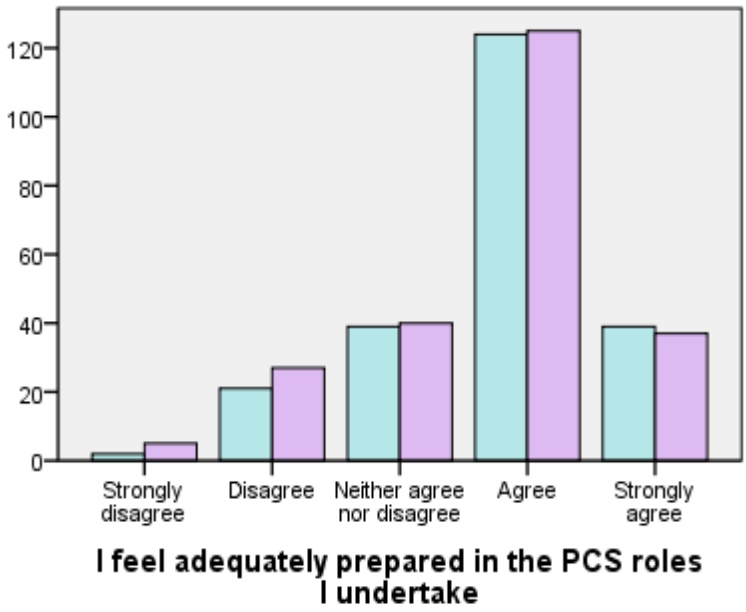


Figure E2.5 – Subjective outcome 5 (n=462)

Figure E3.1 – Desire to progress 1 (n=460)

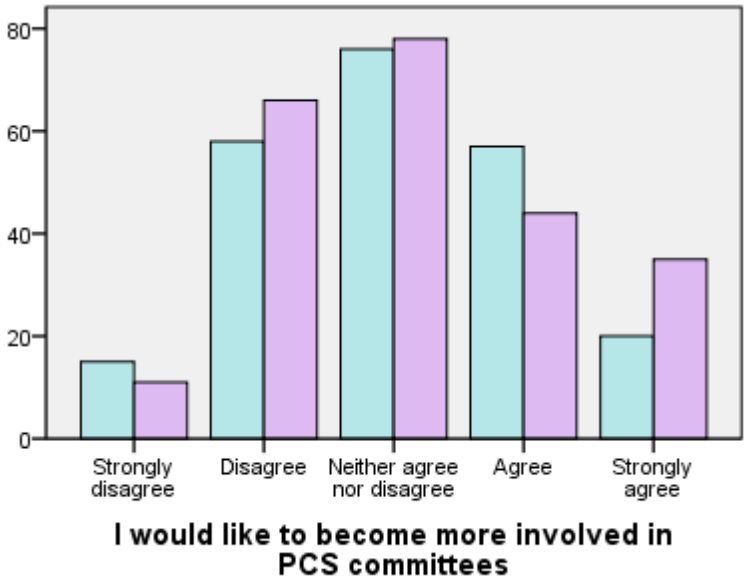


Figure E3.2 – Desire to progress 2 (n=460)

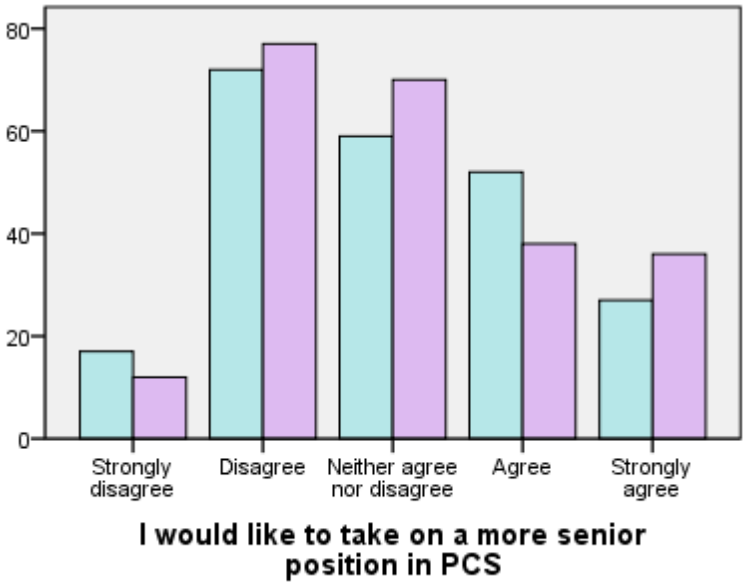


Table E4.2 – Informal PCS Mentor and positive outcome indicators – Independent Sample T-Test and effect size

Positive Outcome Indicator	Non mentored $\bar{X}$ (SD)	Mentored $\bar{X}$ (SD)	T-Test Significance (ρ)	Cohen's d $\hat{d}$	Effect size
E1 – Extrinsic/objective success within PCS structures					
I am happy with the speed at which I have developed within PCS so far	3.33 (1.00)	3.76 (0.86)	0.000	0.43	Medium
E2 – Intrinsic/subjective success within PCS structures					
I feel proud to be a PCS official	4.11 (0.84)	4.33 (0.76)	0.004	0.26	Small/Med
I feel confident in the PCS role(s) I undertake	3.90 (0.93)	4.06 (0.80)	0.058	0.17	Small
I am currently happy in my PCS role(s)	3.73 (0.97)	4.03 (0.96)	0.002	0.31	Small/Med
I feel adequately prepared in the PCS role(s) I undertake	3.65 (0.95)	3.80 (0.88)	0.089	0.16	Small
Overall, I am happy with the direction of PCS' national agenda	3.40 (1.14)	3.74 (0.98)	0.001	0.30	Small/Med
Mean subjective score (mean of 5 above statements)	3.76 (0.69)	3.99(0.64)	0.000	0.33	Small/Med
E3 – Desire to progress within PCS structures					
I would like to become more involved in PCS committees	2.98 (1.07)	3.11 (1.10)	0.223	0.12	<Small
I would like to take on a more senior position in PCS	2.93 (1.12)	3.08 (1.17)	0.16	0.13	<Small

Statistical significance *0.10, **0.05, ***0.01,**** 0.001

Appendix F – Conflicts and pressures faced by PCS official

Figure F1.1 – Quantitative conflict 1

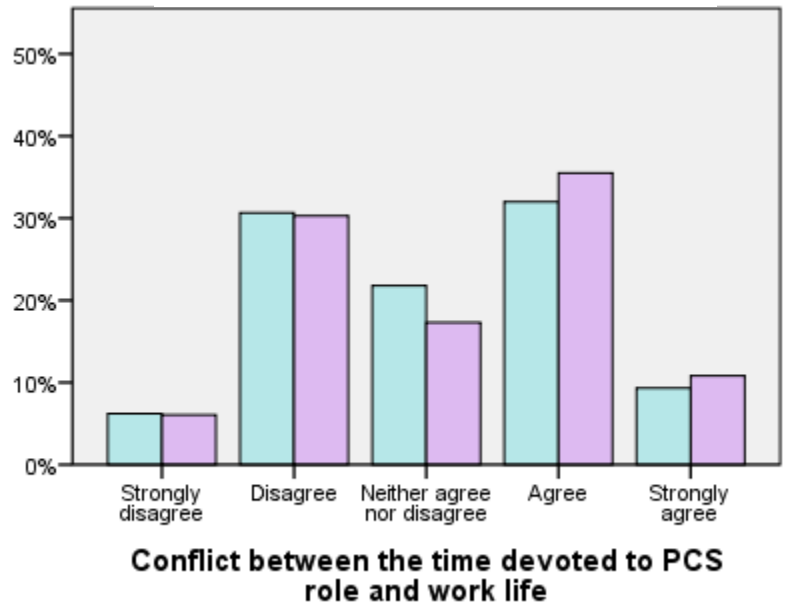


Figure F1.2 – Quantitative conflict 2

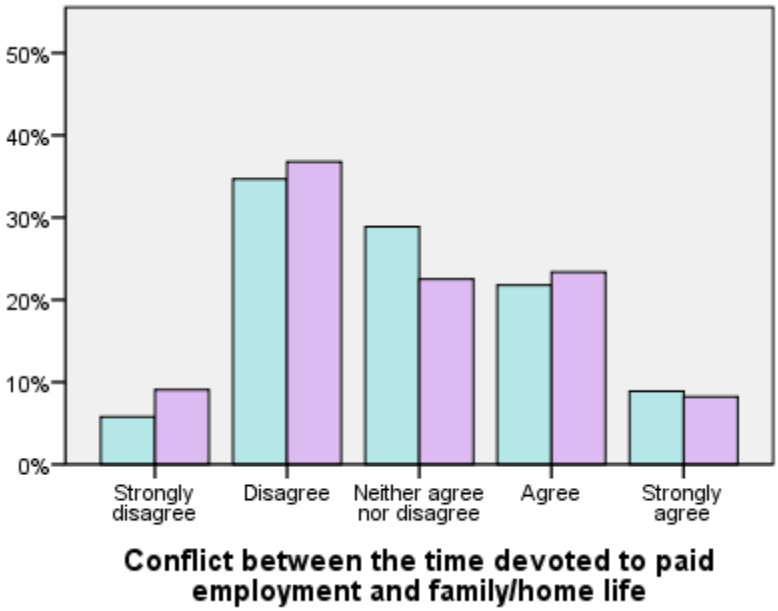


Figure F1.3 – Quantitative conflict 3

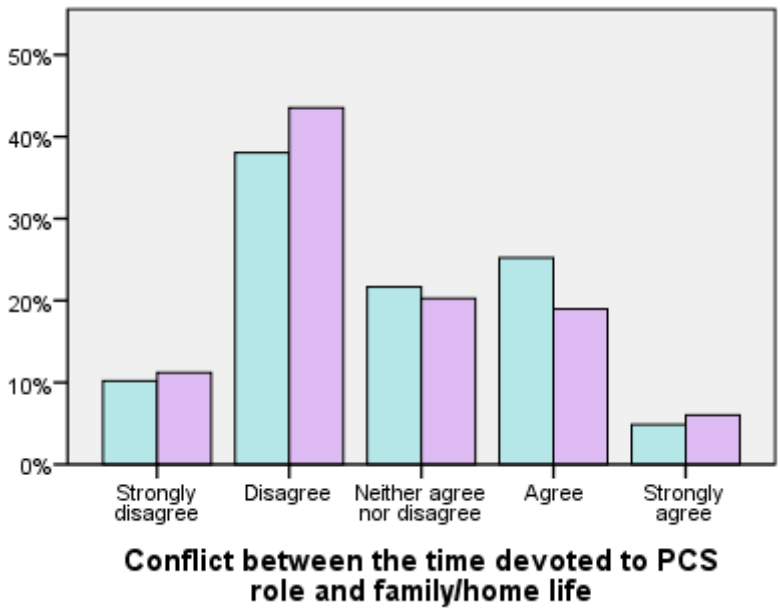


Figure F1.4 – Role conflict

Figure F1.5 – Qualitative conflict

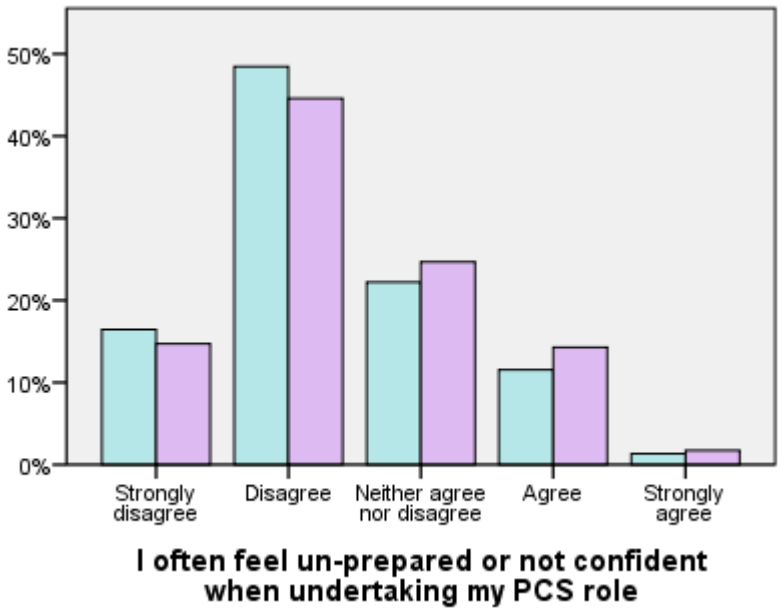


Table F1.4 – Characteristics of unconfident or unprepared officials

	Yeas as a member		Yeas as an official	
	Count	%	Count	%
0-4	10	15	45	**69**
5-9	24	37	9	14
10-14	15	23	5	8
15-19	6	9	3	5
20-29	8	12	2	3
30-39	2	3	1	2
Total	65	100	65	100

	Age	
	Count	%
Under 25	1	2
25 - 34	10	15
35 - 44	18	27
45 - 54	26	39
55 - 64	11	17
Total	66	100

F2 – Symptoms of emotional exhaustion

Figure F2.2 – Emotional Exhaustion Indicator 2

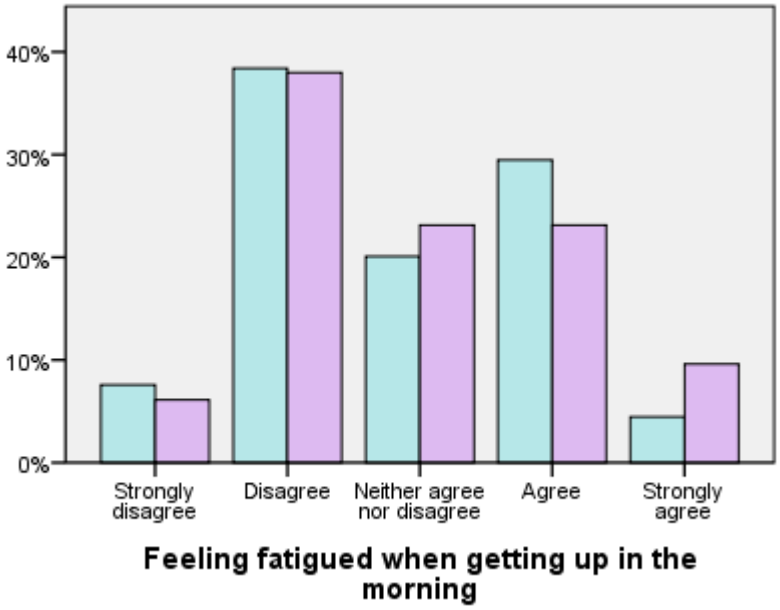


Figure F2.3 – Emotional Exhaustion Indicator 3

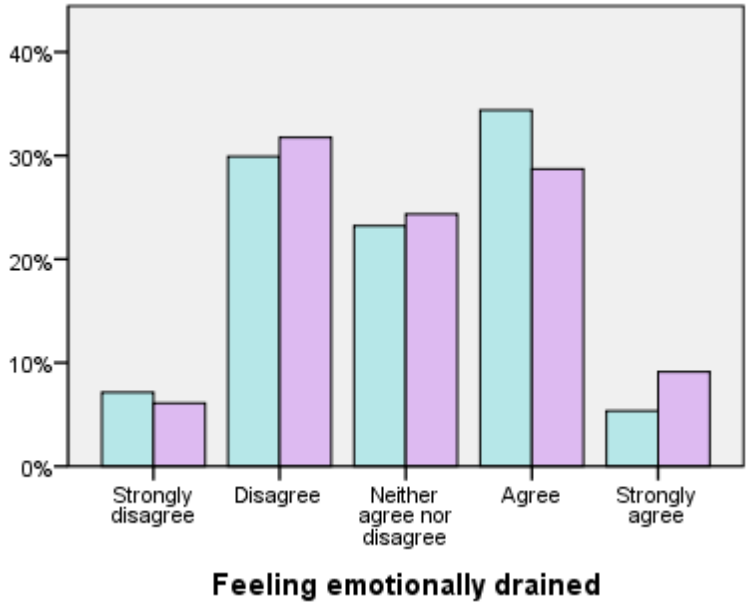


Figure F2.4 – Emotional Exhaustion Indicator 4

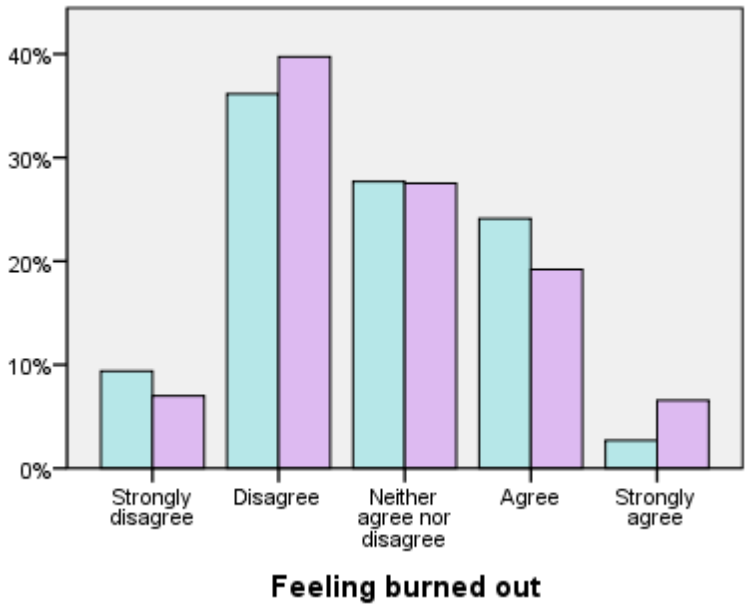


Figure F2.5 – Emotional Exhaustion Indicator 5

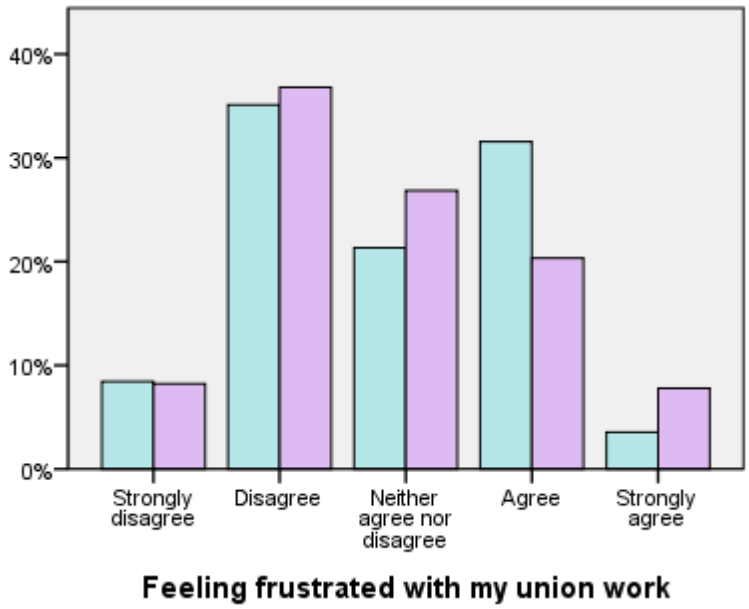


Figure F2.6 – Emotional Exhaustion Indicator 6

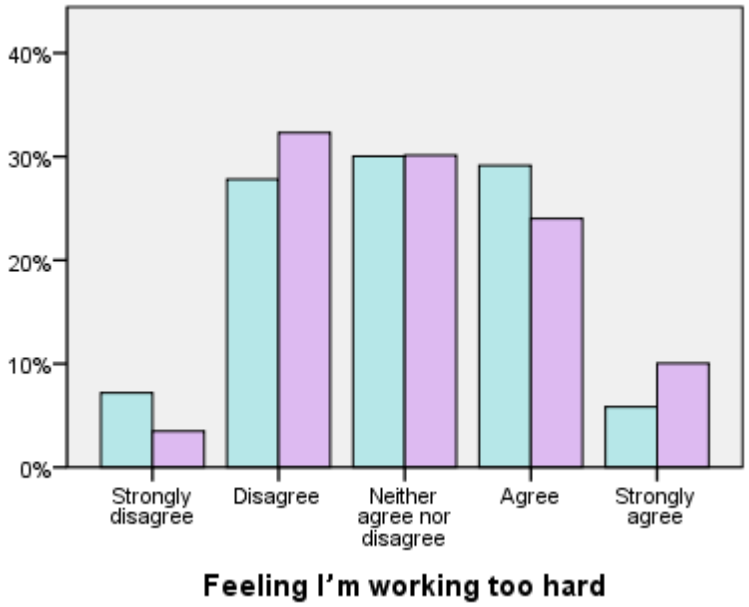


Table F3.2 – Informal PCS Mentor and varieties of conflict – Independent Sample T-Test and effect size

Negative Outcome Indicator	Non mentored $\bar{X}$ (SD)	Mentored $\bar{X}$ (SD)	T-Test Significance (ρ)	Cohen's d $\hat{d}$	Effect size
F1.1 – Quantitative (time) conflict					
Conflict between the time I devote to my PCS role and the time I devote to my (paid) work life	2.96 (1.10)	3.21 (1.14)	0.025	0.23	Small
Conflict between the time I devote to my paid employment and the time I devote to my family/home life	2.94 (1.09)	2.86 (1.11)	0.461	-0.07	None
Conflict between the time I devote to my PCS role and the time I devote to my family/home life	2.61 (1.04)	2.78 (1.12)	0.112	0.16	<Small
F1.2 – Role conflict					
I often feel conflicted between my role as a paid employee and my desire to do what is best for my PCS members	2.81 (1.16)	2.66 (1.18)	0.178	-0.13	<Small
F1.3 – Qualitative conflict					
I often feel un-prepared or not confident when undertaking my PCS role	2.46 (1.05)	2.33 (0.88)	0.169	-0.12	<Small

Table F3.4 – Informal PCS Mentor and Symptoms of emotional exhaustion – Independent Sample T-Test and effect size

Negative Outcome Indicator	Non mentored $\bar{X}$ (SD)	Mentored $\bar{X}$ (SD)	T-Test Significance (ρ)	Cohen's d $\hat{d}$	Effect size
F2.1 – Symptoms of emotional exhaustion					
Feeling 'used up' at the end of the day	2.96 (1.11)	3.14 (1.09)	0.08	0.16	<Small
Feeling emotionally drained	2.89 (1.12)	3.10 (1.07)	0.048	0.19	Small
Feeling I'm working too hard	2.92 (1.04)	3.09 (1.07)	0.096	0.16	<Small
Feeling fatigued when getting up in the morning	2.79 (1.12)	2.96 (1.09)	0.104	0.15	<Small
Feeling frustrated with my union work	2.80 (1.05)	2.87 (1.11)	0.488	0.07	None
Feeling burned out	2.71 (1.05)	2.80 (1.03)	0.359	0.09	None

Appendix G – Future prospects for a PCS mentoring programme

Figure G1.1 – Welcome the establishment of a PCS mentoring programme?

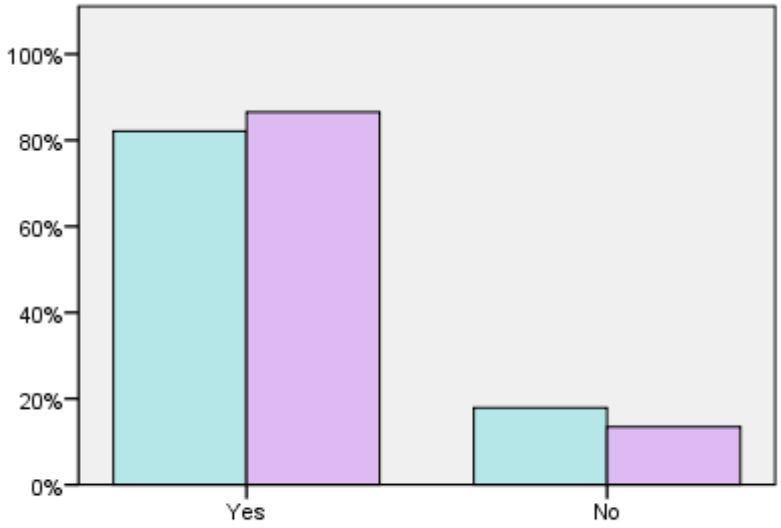


Table G2.3 – Accept mentor of opposite sex if same sex mentor cannot be found

		Yes	No	Total
Male	Count	2	0	2
	Row %	100.0%	0.0%	100.0%
Female	Count	21	1	22
	Row %	95.5%	4.5%	100.0%
Total	Count	23	1	24
	Row %	95.8%	4.2%	100.0%

Appendix H – Verbatim quotations (Mentors' roles)

This section (Appendix H) provides corroborating qualitative evidence through verbatim quotations to the following 'open statement' included in the questionnaire:

"Briefly describe what you would like a PCS mentor to do for you?"

Responses were subsequently re-coded into five different variables for quantitative analysis (no respondent made more than five suggestions). However, some respondents provided very detailed responses, the meaning and emphasis of which would have been lost through quantitative re-coding. As such, these verbatim quotations have been organised by theme and presented in this sub-section.

'Jacks of all trades' – Multiple mentor roles

"Teach me how to do my role properly, lead by example, allow me to shadow them, be there for advice and guidance while still allowing me to take responsibility".

.

"Take some responsibility for supporting development, job shadowing, explaining processes, signposting to resources, support through first few personal cases".

"Showing me the ropes in terms of the way the organisation runs, identifying roles that would suit my particular skills and opportunities to develop others, and generally befriending me and bringing me into the culture of the union ... I want to say Fraternity, but perhaps family would be more gender-neutral!"

"Advise, be a sounding board, suggest development, encourage, give feedback".

"Look at ways to develop my skills. Give advice and guidance without doing the job for me. Allow me to develop and make mistakes that I can learn from. Give me access to more senior people in union structures. Enable me to make links and connections which allow me to take on more senior roles before I become too old".

Existing positive experiences of being informally mentored in PCS

"My mentor assisted me in developing my role as Personal Rep. He involved me in cases he was working on and supported and advised me with the work I did, with both encouragement and hard facts. He was a good communicator and a good and supportive friend. I would consider him the perfect mentor".

"To be honest the main person I lean on for advice, has proved inspirational. They have not only advised me, but helped me see various angles to the way I raise questions depending on the outcome I am seeking They have shown patience, understanding of the resolution sought and encouraged me to 'go it alone' with guidance as to whether I am going in the right direction or not – this has empowered me to become a more effective personal case officer. It is this kind of support that people need when starting out as a Rep, in whatever role".

"I have been lucky to have had a branch chair (male) who talked to me about various aspects of the union and introduced me to the ULR role which lead to me becoming the lead ULR for our branch. I was then lucky to be mentored by our Regional ULR lead (female) who

was equally generous in sharing her expertise with all the ULR's and was an excellent role model. From these experiences I think a good mentor is someone who can:

- Explain the structure of PCS and how PCS operates
- Share best practice, knowledge and experience
- Facilitate opportunities to help you to develop a network of contacts
- Act as a role model for how to treat people with respect and equality".

Importance of mentoring new reps (see also Career development function of mentoring)

"I don't feel like I would benefit from a mentor due to my length of experience but it could be a good idea for those newer to PCS roles".

"Explain the basics – structures, workings and opportunities of PCS. Especially for new members – they should be assigned an experienced member who can buddy them offering information and taking questions no matter how big or small the issue. It could also be an idea to refresh longer-serving members of why they are in PCS and what PCS does and could do - reaffirm its purpose and justify its existence. We're lucky to have it!"

"I do not particularly want a PCS mentor although when I was starting off as a rep I did have a mentor which I greatly benefited from in inspiring me and supporting me as a new rep. Over the years I have formally and informally mentored both PCS reps and workplace colleagues as well as students and people in other unions. I have always supported the idea of mentoring and have seen the benefit. One of the people I mentored as a new union rep in PCS is now a head of department in PCS. I believe that mentoring is important as part of a programme of development which can include shadowing and informal and formal training".

"In my workplace the more senior reps spend much of their time on personal cases and meetings. I finished my ULR training, it would have been great to have had a more experienced rep to call on, but unfortunately the one person I would have gone to became ill and was off sick for quite a long time".

"Help assist new reps to become full-fledged Organizers- this is essential for the continuation of the Union!!!"

Difficulties faced by mentors

"I am currently acting as a mentor to several reps so that they can assist me with the amount of cases we have. This is too much work on top of my other branch work".

"The vast majority of those I mentored sought me out and requested that I mentored them. At times I was inundated with such requests and did not feel I could commit enough time to them all to do justice to the mentoring".

Psycho-social function of mentoring

Bounce ideas off – Sounding Board

“Just someone to talk to and bounce ideas off regarding the best way to proceed with things when unsure ... Someone who can listen to your concerns and offer support”.

“A confidential listener and advice offerer”

“You need someone whom you can approach to ask questions – not everything is answered by a website, and not everyone wants to ask questions in an open forum, particularly if they think that everyone else there is an expert”.

Mentor as a ‘critical friend’

“I would like a mentor to help me regularly develop myself, give me a better understanding of PCS structures and to give me feedback on the work I have done. I feel that all reps would benefit from feedback good and bad, none of us can develop further if we don't see this. I feel it would help PCS if we celebrated our successes more and in my opinion this would boost membership.”

Knowledge of PCS structures and inter-departmental collusion

“I specialise on health and safety and lead at a branch level. But, my knowledge of more core issues is limited, because of this focus. I would like a greater understanding of organising, campaigning, political issues etc PCS is involved in and how the union is organised. Also, how to develop experience and knowledge in these areas and how to progress further in the union – I think I deserve to progress”.

“It would be helpful to know what lines the NEC are taking with policies so someone to talk to about these would help”.

“Help me to understand the structure of the organisation better and the roles of different people within the structure. Help with understanding how branches work within the structure”.

"Improve understanding of how the Union functions particularly within my organisation. The structure/function/organisation of various committees is confusing and I have very little understanding of their roles and relevance to me”.

Addressing isolation and pressures

“I'd like support and encouragement, advice and information. I feel isolated, no one has got the time to listen to my concerns in my branch, activists can be hostile and anti social, not wanting to share information with me”.

“Be there as someone to be able to share issues and problems in respect of case work but also in respect of talking through the pressures of the job and finding ways on how to possibly tackle those pressures to alleviate them in some way”.

Career development function of mentoring

Barriers, gate keepers and favouritism

“Explain the structure of the BEC and the different full time official roles. I think it has got to the situation in my branch where the same people get voted in, some have been full time officials for 10 years and have become a bit unapproachable. Very few young people are joining PCS roles here and women are totally underrepresented. The full timers do not engage in the anti austerity marches either”.

“Be a sounding board for ideas and a "sense check" for proposals – someone to offer impartial advice and support. Sadly my experience of factions in the union doesn’t lead me to hope this sort of scheme would be a success. The biggest barrier to participation and progression is if your face/politics don't fit the LU grand scheme”.

“I feel that I have had to develop in my role the hard way. It is still extremely difficult for women to get to higher positions in the group or region unless they are “one of the boys”. For me personally I would like a mentor to support me in going for higher roles and how to tackle the glass ceiling”.

“The [name of region removed] and Group set-up are controlled by a hard core who ensure positions are filled by ‘face-fits’ candidates and despite evidence being presented to senior officials vote rigging was allowed”.

“Provide support against vested interests in existing Branch Officials who want to preserve the chances for advancement to themselves”.

Mentoring essential for new roles

“I think it’s a bit late in the day for me. I was a very experienced TU rep before I joined PCS. However, I think mentoring would be very important for new reps, especially as they move up to more responsible positions, at all levels of the union”.

“When I was thrust, many years ago, into the role of Branch Secretary from a brand new rep I floundered and got no help whatsoever. Some years later I moved and was helped to a good level for a short while”.

“I am a new ULR, who still doesn't fully understand what I can achieve, or encourage other members to achieve. Do I purely wait for someone to approach me, do I actively look for people who might want/need help or do I just wing it and hope for the best. Not really sure, there’s not been a ULR before, so I've not got anyone to learn from either”.

“To be able to support me as a new member. I have had no guidance or any type of mentoring as either a H&S or union rep. It would be nice to have someone who you can talk to as a new member. I feel that too many people are so established in their posts they have forgotten what is like when you first start. It would be nice to have someone who understands those feelings”.

“Now that I am in a more senior role I don’t feel I need a mentor to help me further as I will continue to use my network of PCS colleagues. However I feel very strongly that we should have a mentoring system in place to help new and less experienced PCS officials develop into that role”.

“If I was a new or inexperienced rep I would want someone to help me understand PCS structures, clarify job roles, factions, committees and conference rules, facility time straight away. These should probably be cemented during initial PCS training courses but I've found that these particular areas remain foggy. Branches should be appointing mentors to new reps anyway. Job shadowing and observing at case hearings is useful following training. Mentor training would be useful if this role is being developed”.

Shadowing experienced reps to develop skills

“Someone who can take me to the "next level" as a rep'. I am confident dealing with most cases that have arisen in my year as a rep, but feel that I need to progress onto more complicated cases in order to develop and become a more competent rep. I would like to sit in on more experienced reps cases where possible to learn and become confident enough to take on more complicated cases”.

Assistance with union role and case work

Need for shadowing prior to taking on a role

“I do not need a mentor personally, but I can see the advantages of a mentoring system. Mentors in dealing with personal cases would be particularly useful. Personal Cases are the "bread and butter" of trade union work and there is little practical assistance available in dealing with them”.

“To guide you through the first few steps in your way, more challenging roles, as an example moving from a BEC Role to a GEC role then maybe onto the NEC, I feel that it would be helpful for the more experienced Reps to mentor you at the start, rather than going in at the deep end”.

“I came into the full time role blind – I would like to have had more 1-2-1 coaching within the fulltime role. I was working a little blind on certain subjects and training in [area removed] can be a little sketchy at times”.

“Allow you to shadow cases they are involved in and you can act as an assistant. Give you advice when you deal with a personal case and point you in the right direction when you need to research a case”.

“In my opinion, reps need to be able to get on with things themselves, so basically all I want is someone who can show me how to do things I've never done before and give me advice if I come up against a problem I haven't encountered before. The quicker I can access information and deal with the problem, the less time I spend in FT on that particular task. I currently serve as an office chair & branch organiser - one of the frequent problems I encounter is that reps look at me almost as their boss, which means that despite knowing exactly what they should do, they often don’t use their own initiative. In this sense, a good mentor would have to be able to instil confidence in their rep. Overall, this would save both my time and their time and allow everyone to work more efficiently”.

Appendix I – Verbatim quotations (training)

This section (Appendix I) provides corroborating qualitative evidence through verbatim quotations to an 'open question' included in the questionnaire which asked:

> "Is there any additional training you would like to see to accompany a new mentoring programme? If so, please indicate below the kind of things you would like to see incorporated".

Responses were subsequently re-coded into three different variables for quantitative analysis (no respondent made more than three training suggestions). However, some respondents provided very detailed responses, the meaning and emphasis of which would have been lost through quantitative re-coding. As such, these verbatim quotations have been organised by theme and presented in this sub-section.

General/multiple training suggestions

"The PCS website is a key resource for us - everyone should know how to access the information on it (because a lot of people don't). I'd also like everyone to be trained a bit in how to communicate with members – a lot of things get referred to me when the particular rep doesn't want to answer an angry member. Also, public speaking skills would be useful, a lot of reps are scared to make speeches at AGMs etc, but have never had any training on it".

Shadowing officials

"Shadowing, informal training, work experience. I believe that mentoring and other developments should be provided for employees of PCS also. But they don't have the experience of lay reps, so some kind of shadowing senior officials needs to be put in place".

"New reps to be given the opportunity to get involved in personal cases which only the full time officials do at the moment. It would be nice to shadow them to see how they operate".

Union structures

"Broader training in the structure of the union at the various levels and how it operates, eg. committees and the roles, arrangement of branches and groups. The role of officials and how the union is structured (the officials, departments etc, in additional to workplaces - eg the various functions provided). Overview of campaigns, explanation of links with other unions nationally and internationally. Pathway for developing and progressing within the union. or wider TU movement – for instance, linking up with campaign groups on TU issues. Some of this might be on the website, but the volume of content can make it overwhelming (and reading from a website can be frustrating). Perhaps, think of it as though you were providing a job applicant with a pack about the company they were joining and what it does, including organisational charts of the internal structures and arrangements. Also, the relationship between reps and officials - who serves who and what are the boundaries".

Training to be a good mentor

“Not everyone is suitable to be a mentor. Training should help assist those with an interest in mentoring but it is vital that volunteers are adequately equipped to be a good mentor and not just given the role because they think they would make a good mentor. Many senior or “experienced” reps believe they are the “bees knees” and are actually not as good as they think they are”.

“A mentoring skills training course for the mentors with a recognised qualification within PCS before taking on the role. The course should include all the necessary skills training such as communication skills, patience and knowledge of facilities available to people within PCS”.

“I would like to see full-time trained mentors in place. Those with practical experience of the employer base, not attached to Group structures but run from a Regional/National perspective. Appointed on skill-level and aptitude not political belief. We now need a skilled full-time officer level throughout the country to support lay-reps; these would act as mentors too”.

“For the mentor to be fully aware of the importance of their role and to give assistance, they would possibly need some people and "learning style" skills themselves. Just because you are successful as an individual doesn't mean you are the best teacher/mentor. As the person being mentored, it would be good to have a learning programme and consolidation schedule”.

Cross departmental mentoring

“Sometimes I think PCS is too stove piped with many reps looking to their own areas and not seeing how issues affect other areas. I've been guilty of this myself so think any training should show how an issue in the MoD is almost identical to one in DWP or elsewhere and this should hopefully help foster the feeling of one union instead of a union with many disparate parts”.

“I think it would be worthwhile to include a taster of all the different areas within PCS so that if they decide to take on future training in that specific area they will have an idea what it involves”.

Confidence building

“I believe that an advice and guidance course on confidence building would be beneficial to all reps. I see a lot of people who want to become active but feel they do not have the skills to do so. When I gave encouragement this year to two new activists they flourished but I want a course to know how to better improve people confidence”.

Training for ‘old dinosaurs’

“I consider the current programme very good. My big gripe is that there are a number of ‘dinosaurs’ who haven't been on a course for years; they should be encouraged in the most positive manner possible”.

Training to give emotional support

"Emotional support training, as much of the work reps do can have an emotionally draining effect, and the formal support available is limited. This can lead to difficult conflicts between different roles as each can have large demands on reps time leading them to feel they cannot adequately perform one or more of their roles which can negatively affect their home life and health".

Appendix J – Bibliography

American Psychological Association. (2010), *Publication manual of the American Psychological Association*, (6th ed.) Washington DC: APA Books.

Booth, R. (1996), Mentor or manager: what is the difference? A case study in supervisory mentoring, *Leadership & Organization Development Journal*, 17/3, 31–36.

Briskin, L. (2006) Victimisation and agency: the social construction of union women's leadership, *Industrial Relations Journal*, 37:4, 359–378.

Clarke, M. (2011), Advancing women's careers through leadership development programs, *Employee Relations*, Vol. 33 No. 5, 498-515.

Clutterbuck, D. (2011), *Everyone needs a mentor: fostering talent in your organisation*. 5th ed. London: Chartered Institute of Personnel and Development.

de Vries, J. Webb, C. and Eveline, J. (2006), Mentoring for gender equality and organisational change, *Employee Relations*, Vol. 28 No. 6, 573-587.

Eagly, A. H. and Johnson, B.T. (1990), Gender and leadership style: A meta-analysis. *Psychology Bulletin*, 108 (2), 233-156.

Eagly, A. H. and Karau, S.J. (1995), Gender and the effectiveness of leaders: A meta-analysis. *Psychology Bulletin*, 117, 125-145.

Ehrich, L. (2008), Mentoring and women managers: another look at the field, *Gender in Management: An International Journal*, Vol. 23 No. 7, 469-483.

Eurofound, (accessed May 2013), www.eurofound.europa.eu/areas/industrialrelations/dictionary/definitions/YOUNGWORKERS.htm

Ford, J. (2010) 'Studying leadership critically: a psychosocial lens on leadership identities', *Leadership*, 6(1): 1-19.

Ford, J .and Collinson, D. (2011), In search of the perfect manager? Work-life balance and managerial work, *Work Employment and Society* 25: 257-273.

Hoyt, C. (2012), Women and Leadership, in Northouse, P. G. (2012) *Leadership: Theory and Practice*. London. Sage Publications. 301-333.

Kirton, G. and Healy, G. (2008a) *Women and Trade Union Leadership: Key Theoretical Concepts from UK-based literature,* Centre for Research in Equality and Diversity Queen Mary, University of London (Oct 2008).

Kirton, G. and Healy, G. (2008b) *Women and Trade Union Leadership: Overview of UK context,* Centre for Research in Equality and Diversity Queen Mary, University of London (Oct 2008).

Kirton, G. and Healy, G. (2012) 'Lift as you rise': Union women's leadership talk, *Human Relations*, 65(8) 979–999.

Kirton, G. Healy, G. Alvarez, S. Lieberwitz, R. Gatta, M. (2010) *Women and Union Leadership in the UK and USA: First findings from a cross-national research project*, May 2010 - Project funded by the Leverhulme Trust.

Kram, K.E. (1985), *Mentoring at Work*, Scott, Foresman, Glenview, IL.

LRD (Labour Research Department). (2012) Women leaders on the rise. *Labour Research*, March 2012.

Maslach, C., Jackson, S.E. and Leiter, M.P. (1996), Maslach Burnout Inventory Manual, *Consulting Psychologists Press*, Palo Alto, CA.

Niehoff, B. (2006), Personality predictors of participation as a mentor, *Career Development International*, Vol. 11 No. 4, 321-333.

Noe, R.A. (1988), Women and mentoring: a review and research agenda, *Academy of Management Review*, Vol. 13 No. 1, 65-78.

Northouse, P. (2010), *Leadership: Theory and Practice*, Fifth edition, Sage Publications, London.

Office for National Statistics (2010), *Economic and Labour Market Review*, Vol 4, No 7 (July), Palgrave Macmillan.

Ragins, B.R. (1989), Barriers to mentoring: the female mentor's dilemma, *Human Relations*, Vol. 42, 1-22.

Ragins, B.R. and Cotton, J.L. (1991), "Easier said than done: gender differences in perceived barriers to gaining a mentor", *Academy of Management Journal*, Vol. 34, 939-51.

Ragins, B.R. and Cotton, J.L. (1999), "Mentor functions and outcomes: a comparison of men and women in formal and informal mentoring relationships", *Journal of Applied Psychology*, Vol. 84 No. 4, 529-50.

Ragins, B.R. and Scandura, T.A. (1994), Gender differences in expected outcomes of mentoring relationships, *Academy of Management Journal*, Vol. 37 No. 4, 967-9.

Ragins, B.R. and Scandura, T.A. (1997), "The way we were: gender and the termination of mentoring relationships", *Journal of Applied Psychology*, Vol. 82 No. 6, 945-53.

Scandura, T.A. and Schriesheim, C.A. (1994), Leader-member exchange and supervisor career mentoring as complementary constructs in leadership research, *Academy of Management Journal*, Vol. 37 No. 6, 1588-602.

Torrington, D., Hall, L., Taylor, S. and Atkinson, C. (2010) 'Human Resource Management', 8th Ed., Harlow: Pearson.

van Emmerik, H. (2004a), For better and for worse: Adverse working conditions and the beneficial effects of mentoring, *Career Development International*, Vol. 9 No. 4, 358-373.

van Emmerik, H. (2004b). The more you can get the better: Mentoring constellations and intrinsic career success, *Career Development International*, Vol. 9 No. 6, 578-594.

van Emmerik, H. (2008), It is not only mentoring: The combined influences of individual-level and team-level support on job performance, *Career Development International*, Vol. 13 No. 7, 575-593.

van Engen, and Willemsen, T.M. (2004). Sex and leadership styles: A meta-analysis of research published in the 1990s. *Psychological Reports*, 94, 3-18.

UK Government. (accessed May 2013), www.gov.uk/retirement-age

Appendix K – Draft copy of survey (Graphics removed)

The questionnaire presented below is a pdf replica downloaded from the online version. Please note that all graphics and colour have been removed and some formatting has changed.

LIST OF WORKING PAPER TITLES

2014

14/01 (Part 3) – Dr. Rob Perrett
"Involve me and I learn" – Mentoring as a strategy for development, satisfaction and coping with conflict: Appendix: Survey Instrument for the survey of PCS Officials

14/01 (Part 2) – Dr. Rob Perrett
Solidarity and Inclusion: Mentoring and development as vehicles for enhancing representative structures and equality in PCS – Findings from a survey of PCS officials

14/01 (Part 1) – Dr. Rob Perrett
"Involve me and I learn" – Mentoring as a strategy for development, satisfaction and coping with conflict: Executive Summary of Findings from a Survey of PCS officials

2013

13/03 – Rajeev Kumra, Anjali Malik & Smitha Girija
An Exploratory Study of Risk Factors For Pathological Internet Gaming Among Adolescents (A Research Note)

13/02 – Kyoko Fukukawa, Kalmonwan Sungkanon & Nina Reynolds
Exploring the Impact of Techniques of Neutralisation on Ethical Consumption

13/01 – James Wallace, Christiana Weber & Anja Tuschke
Social Capital, Social Innovation and Social Impact

2012

12/08 – Margaret Taylor, Andrew Taylor & Tan Boon Leing
A new conceptualization of the technology life cycle and associated research agenda

12/07 – Andrew Taylor, Margaret Taylor, Andrew McSweeney & Ayon Chakraborty
Humanistic and Functionalist Production systems: reflections on working in a lean automotive manufacturing environment

12/06 – Dr. Mei-Na Liao, John Abraham & Isabel Macedo
Exploring Online Information Seeking Behaviour in an Academic Environment

12/05 – Margaret Taylor, Andrew Taylor, Mark Heppinstall & Mei-Na Liao
Performance Measurement in Third Sector Organisations: The Case of Advocacy in the UK

12/04 – Linda O'Riordan & Jenny Fairbrass
Managing CSR Stakeholder Engagement: A New Conceptual Framework

12/03 – Dr Jenny Fairbrass
Emerging Climate Change Governance and COP 15: UK Business Perspectives

12/02 – Michael Dietrich, Jolian McHardy & Abhijit Sharma
Firm Corruption In The Presence Of An Auditor

12/01 – Sarah E. A. Dixon, Klaus E. Meyer, Marc Day
Building Dynamic Capabilities of Adaptation and Innovations: A Study of Micro-Foundations

2011

11/02 – Ziko Konwar, Frank McDonald, Chengang Wang & Yingqi Wei
The Role of MNE Ownership Modes and Subnational Locations in Knowledge Diffusion: Evidence from an Emerging Host Economy

11/01 – Robert Perrett, Miguel Martínez Lucio, Jo McBride & Steve Craig
Employment Networks, Trade Unions and Labour Markets in Migrant Communities: the case of learning policy and employment regulation

2010

10/04 – Dr Ronnie Lo, Prof. Jo Danbolt & Prof. Kwaku Opong
Voluntary Disclosure of Corporate Governance Practices, Firm Valuation, and Dividend Payout: the Case of Hong Kong Small-Cap Listed Firms

10/03 – Dr Kyoko Fukukaw
Corporate Social Responsibility in Japan: A Local-Global Perspective

10/02 – Dr Jenny Fairbrass
Combating Climate Change: Assessing the Contribution of UK Firms

10/01 – Dr Anna Zueva-Owens & Dr Jenny Fairbrass
Relational Governance and the Development of CSR in Russia: What Role for Government and Civil Society as Drivers for Practice?

2009

09/14 – Jackie Ford & Nancy Harding
More than identity? Christopher Bollas and the Aesthetics of Leadership

09/13 – Dr Nigel Lockett, Dr Lorraine Johnston & Dr Sarah Robinson
In Pursuit of Open Innovation: Evolving Knowledge Transfer, Exchange and Sharing Practices between HEIs, Industry and Policymakers

09/12 – Jean-Marc Trouille
From National to Supranational Industrial Strategies: France and the Industrial Policy Debate

09/11 – F McDonald, T Park & D Johnson
The Foreign Performance of Early Internationalising Small and Medium Sized Enterprises in Korea: The Impact of the International Business Experience of Managers and Networks

09/10 – Richard Pike
Organisational Commitment in the Police Service: Exploring the Effects of Performance Measures, Procedural Justice and Interpersonal Trust

09/09 – Richard Pike & Mahfud Sholihin
Participation in Target Setting and Goal Commitment: Examining the Mediating Roles of Procedural Fairness and Interpersonal Trust

09/08 – Robert Wapshott & Dr Oliver Mallett
Don't Try This at Home: Mapping the Spatial Implications of Home-based Teleworking

09/07 – Carol Atkinson & Laura Hall
Happiness and HPWS in the NHS

09/06 – Jean-Marc Trouille
Co-operation or Conflict? State Intervention in French-German Inter-Firm Linkages

09/05 – Fernando Fastoso & Jeryl Whitelock
Regional Advertising Standardisation: Substantive and Methodological Issues: A Research Review and Agenda

09/04 – Jeryl Whitelock & Fernando Fastoso
Global Brand Image Strategies in the Creative Industries – Developing a Scale for Measurement from the Consumer Perspective

09/03 – Nelarine Cornelius, Myfanwy Trueman & James Wallace
The Regeneration Challenge in the Developed World: Insights Generated from a Capabilities Approach Applied to the Understanding of Regeneration Efforts in Post-industrial Cities

09/02 – Dr Zahid Hussain & Mr Takamitsu Tokutake
New Web Horizons: Technological Innovation For Social Convenience

09/01 – Gretchen Larsen & Daragh O'Reilly
Festival Tales: Utopian Tales

2008

08/36 – Chengang Wang
Local Sourcing of Multinational Enterprises in China

08/35 – Yingqi Wei, Chengang Wang, Xiaming Liu & Xiaohui Liu
Comparative Performance of Foreign and Local Firms: A Quantile Approach in the Chinese Manufacturing Industry

08/34 – Dr Mei-Na Liao
Applying the Marketing Concept in Higher Education: A Stakeholder Approach

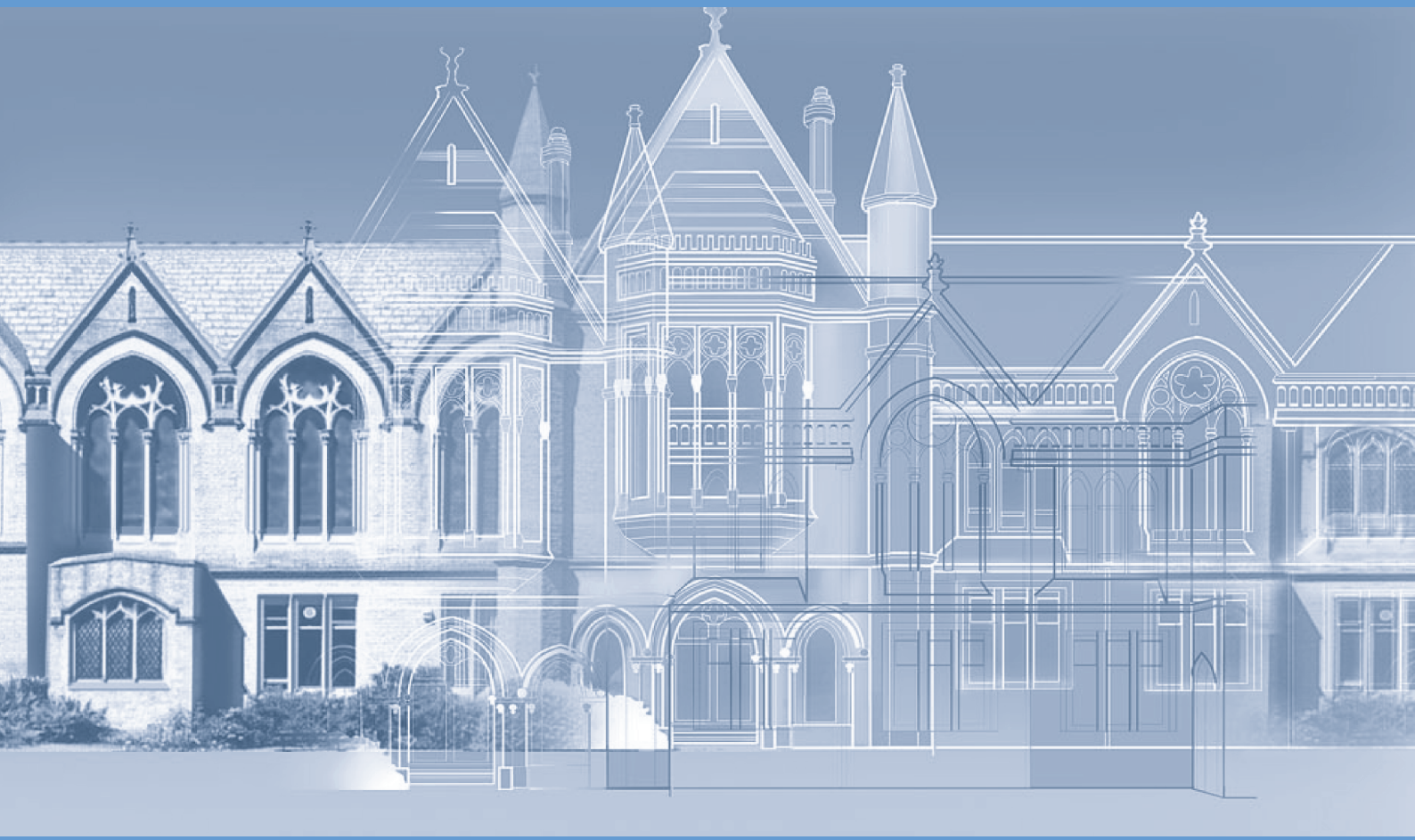
08/33 – Anna Zueva
Identities and Post-acquisition Cultural Sensemaking

08/32 – Dr Nigel Lockett & Prof Sarah Jack
Motivations and Consequences of Engaging in Regional ICT Clusters: A Social Capital Perspective

08/31 – Wenxuan Hou & Sydney Howell
Trading Constraint and Illiquidity Discount

08/30 – Adrian T.H. Kuah
Age-Dependent Effects from Industrial Clustering

08/29 – Wei Song & Jean-Marc Trouille
New View on OCA Model



Accredited by Association of MBAs

EFMD EQUIS ACCREDITED

Bradford University School of Management Emm Lane Bradford West Yorkshire BD9 4JL UK
Tel: +44 (0)1274 234393 Fax: +44 (0)1274 546866
Email: management@bradford.ac.uk www.bradford.ac.uk/management

ISSN 2048-495X